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ABSTRACT

A survey was conducted of 70 Indiana radio and television station managers and 250 college-educated employees of their choosing to assess views on quality of academic programs in radio and television. Questionnaires were distributed and personal visits made to more than 50 stations. Questions and responses were grouped under three headings: Part 1 covers personal data on respondents, including years and range of experience, beginning salary, college majors and minors, age at which management status was attained and a personal choice of "favorite" position. Part 2 deals with opinions and attitudes about college-educated employees, characteristics of radio-TV staff, how employees are recruited and replaced, and recommendations for curriculum content and for improving graduates of academic programs. Part 3 summarizes questionnaire response, including apparent influence on careers of college education, specific broadcasting courses, college placement services, radio-TV departments and professors and college broadcast facilities. Respondents were also asked to rank the emphasis placed on critical areas by their college programs, and to suggest different emphasis based on their experience. (SK)

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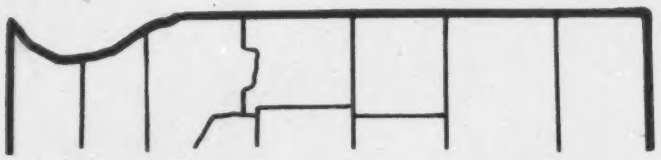
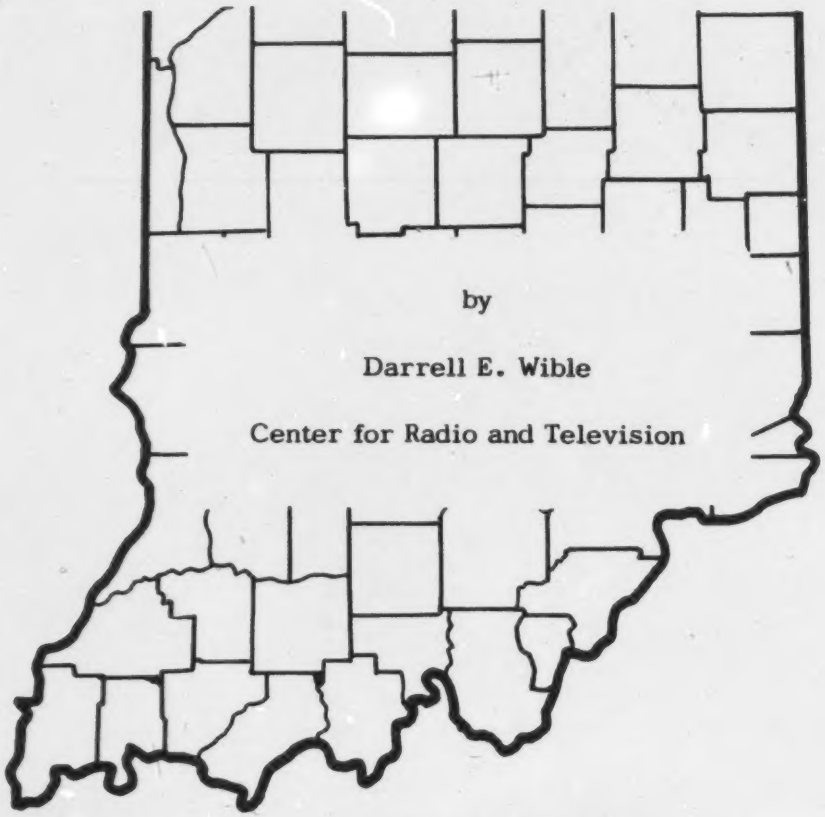
THE INDIANA REPORT



WHAT 320 BROADCASTERS THINK ABOUT RADIO AND TV ACADEMIC PROGRAMS IN HIGHER EDUCATION



by

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Center for Radio and Television

Ball State University

1975

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ERRATA

Error	Correction
Page 5, line 34, imput	input
Page 8, under line 25, add station and manager's name.	WAMW/WFML, Washington, Joe Edwards, General Manager
Page 9, line 24, respondent's	respondents
Page 25, line 2, Rfles	Rules
Page 30, line 4, facitliies	facilities
Page 47, top of page, 70 employees	63 employees
Page 47, opposite "AVERAGE" $9,014.20 per employee	$10,015.78 per employee

ACKNOWLEDGMENTS

The assistance of Ball State University and the Center for Radio and Television, in making this report available, is gratefully acknowledged.

Preliminary tabulation of more than 1,500 pages of employee questionnaires was greatly expedited by upper-class RTV majors, Bill Iddings, John Zondlo, Brad Groninger, Chris Nolte, Richard Conklin, Donna Menis, Edd Monskie, Rob O'Brian, and John Taylor. Equal effort was provided by graduate students Jim Ottolin, Ron Carlson, Maurice Odine, and Duncan Holaday. Their efforts are truly appreciated.

To my colleagues in broadcasting and in education who have encouraged such a study over the years--without sharing those many points of view this would not have happened.

The hospitality of station managers, despite unscheduled visits by the writer on several occasions, was extremely gratifying. Every door was opened without hesitation, regardless of the hour of day or the pace of the schedule.

To those employees who found time out of busy schedules to show facilities and to talk about broadcasting--thank you. Your ideas and opinions mean a great deal to the present and future of broadcasting and higher education.

To Michael K Rogers, Executive Secretary of the Indiana Broadcasters Association (and a former professorial colleague at Ball State), and to officers and directors of IBA, sincere appreciation for your encouragement and approval.

INTRODUCTION

A station manager recently wrote, "Some schools teach weird things about commercial broadcasting." A broadcasting employee said, "There are station managers with weird ideas about higher education." An educator without commercial broadcasting experience might have remarked to both, "What's going on?" Another educator with substantial commercial experience might have replied, "Why not communicate with each other and learn more about it?"

The success of the broadcasting industry is dependent upon people--good people! Higher education has access to more "good people" first than do broadcasters, and therefore is in a position of considerable influence. It is obligated to use that influence wisely--in the best interest of the student, or as the FCC might put it, "In the student interest, convenience and necessity."

By working together in a spirit of cooperation, both higher education and broadcasters can benefit; the industry and related areas can benefit. Students can be better directed toward realization of meaningful careers with adequate compensation and benefits. Perhaps, and even more important, bright, talented, hard-working young men and women who have been entering medicine, law, and other specialized areas of business or professions, will consider broadcasting.

A university professor was heard to say, "The university should lead the way." A broadcaster replied, "No way!" The result of such thinking is confusion and lack of direction for a student who may be trapped in a stream of conflicting ideas, and is asking, "Which way?"

The glamour of broadcasting has trapped its share of unsuspecting victims. It is exciting and it is fun! It is also an extremely demanding, hard-nosed business!

Broadcasting is constantly moving, shifting and changing. It is a business of ideas and survival of the fittest. It is a business which extends far beyond the ego-satisfying search for recognition. The pressures may be impossible but the rewards may be infinite.

Any person entering broadcasting ought to be made aware, as nearly as possible, of realities which are sure to come. One should know that even the most gifted, the most successful, may find a day when their best is no longer good enough--when the job is no longer fun. What then?

Some succeed. Some do not. Some are unable to recognize the difference. It's a frightening thought to be 40 years or older and without a future. Broadcasting has its share of those who have given their best years for too little.

Broadcasting, as a career, offers far more than one can hear on radio or see on television. There is the sheer joy of working at something you like to do! There are advertising agencies, news services, equipment manufacturers, audience research firms, networks, program and jingle packagers, and other closely related areas.

This study deals with a single area of broadcasting--that of radio-TV station operations of Indiana. It embraces at least three different vantage points. The first is that of the station manager who sees the product of a college or university

as an employer. The second is that of the employee of a station who is in a position to relate professional responsibilities with personal experience in higher education. The third view is that of the professor who develops and participates in an academic program.

A responsible person, willing to spend four years of life and considerable money, deserves the best educational opportunity which a college or university can offer--an experience which is relevant to career opportunity. Such an experience demands constant liaison between the professional world of commercial broadcasting and the professional expertise of those in higher education.

Hopefully, this study will provide impetus for a closer relationship between broadcasters and those who are involved in academic radio-TV-film programs of college and universities.

PURPOSE FOR THE STUDY

The purpose for the study is to promote a better relationship between academic broadcast programs of higher education, and commercial broadcasting stations. There are obvious benefits to such a relationship, but before it can exist they must know more about each other--about obligations, needs, problems, etc.

Industry changes.--Broadcasting is constantly changing. There are new regulations, new proposals, new equipment, new techniques, new pressures--nothing seems to stay the same for very long. Changes are dictated by a highly competitive atmosphere of business, and the broadcaster who survives is the one who keeps up with or moves ahead of the competition.

There are three basic areas of organization with which stations maintain touch with industry changes. It is mandatory to stay abreast of sales. Radio stations have access to membership in Radio Advertising Bureau. TV stations have likewise with Television Bureau of Advertising. In the area of news there are many individuals who represent stations as members of the Radio and Television News Director's Association. The third basic area is station membership and participation in the state broadcasting associations, and in the National Association of Broadcasters. Stations learn a great deal from each other--from common problems.

Active participation by all broadcasters, in state and national organizations, to the extent that they are capable, is vital for the health and well being of the industry. It is time consuming, sometimes frustrating, it costs money, but it is absolutely necessary.

The academic program.--This study was conceived on the premise that an academic program is only as good as its faculty, its facilities, and its alumni.

As difficult as it may be for a broadcaster to stay up-to-date it is even more difficult for those in the academic world. Faculty, with required degrees and teaching abilities in radio-TV, are extremely difficult to find. Professional experience, other than teaching, is traditionally secondary to degree achievement. To find faculty with a doctorate, teaching ability, and as much as 10 years of successful experience in day-to-day, commercial station operation, is almost an impossibility. To require teaching ability with the advanced degree, and successful commercial experience, is asking for two professions.

A professor dedicated to teaching may devote some 50 to 60 hours per week to that job. In radio-TV, course content must constantly be revised and updated for currency and relevancy. When the industry changes, academic courses (sometimes entire programs) must reflect the change. But university changes are often unbelieveably slow. A new course or a new program may require more than a year to put into effect.

The industry moves so fast that textbooks are frequently out-of-date before they are printed. They too often reflect material which is directed to networks and major markets. Little attention is focused in the secondary markets where students of broadcasting are most likely to find station managers who can afford to take chances on beginners.

Technical facilities are usually adequate. They may be a little older than

one might like, overcrowded, arranged for educational use rather than for commercial experience, but reasonably satisfactory for production purposes.

The average professor faces a serious handicap in not being able to travel to professional meetings. There are at least twelve such meetings each year which could be attended to advantage by various faculty members of every radio-TV-film department. Some meetings may cost $300 or more for transportation and lodging--plus a registration fee. Most of that amount comes out of a faculty member's pocket. The result is that most faculty do not attend.

Broadcasters and RTV faculty, a co-op.--There is an invaluable and generally untapped source of information for academic programs--all within a few miles of any university!

It has been the experience of this writer for many years that station managers, station personnel, and state broadcasting associations will open their doors wide to any educator willing to make the effort. If requested, they will share their ideas, opinions, attitudes, and information. By communicating with these broadcasters an educator is in a position to better understand what they are doing, how they are doing it, and why they are doing it. That experience translates to better teaching, to better academic programs, and it comes full circle when it produces alumni who know exactly what to expect.

Hopefully, this study will be impressive enough in some small way to motivate a productive co-op for a better broadcasting industry.

METHOD OF STUDY

A brief presentation was made to an executive session of the Indiana Broadcasters Association as to the purpose of the study, and an explanation of the research method. The matter was discussed and the project met with approval. There appeared to be unanimous agreement on the need for such a study.

Within a few weeks a personal letter was sent to 102 station managers of Indiana radio and television stations. The letter explained the purpose for the study and extended an invitation to participate. A self-addressed, stamped postal card was enclosed for return. Each manager was requested to check a statement of participation or non-participation, sign with name and call letters and return.

Eighty-three of the 102 managers agreed to participate. Three refused but one reconsidered and agreed. A follow-up request was made to 17 managers who did not return the card and nine of those subsequently agreed to take part. Eight managers did not respond and were dropped from the mailing list.

Of the ninety-two managers who agreed to the survey, the "promise v. performance" record shows that all but 11 were able to complete the agreement.

On receipt of the card signed by the manager a second letter was sent with a questionnaire and a self-addressed, stamped envelope.

A second set of questionnaires was prepared for station employees other than managers who had attended college. It was not stipulated that they be graduated nor was it necessary that they have had courses in radio-TV. An open

letter was attached to each questionnaire and the respondents were asked not to identify themselves unless they close to do so.

As each manager's questionnaire was received, from three to 15 employee questionnaires were mailed to the manager (in some cases hand delivered) in a single envelope, each with return postage and self-addressed envelopes. The manager was requested to distribute them to station employees of his choice who had attended college. More than 300 of the employee questionnaires were distributed, and more than 250 were returned.

Numerous letters and comments were received from both managers and employees. Where it seems appropriate their remarks are included.

In addition to the questionnaires there were personal visits to more than 50 stations, and conversations with more than 50 station managers and with numerous station employees.

LIMITATIONS OF THE STUDY

A few radio managers are concerned only about radio. They find it difficult to think of their profession as broadcasting, that radio is a part of it and TV is a part of it, and that they are both a part of mass communications. Some television managers are reluctant to recognize cable TV as a growing force. Since far more radio managers are involved than are TV managers certain totals may reflect various media bias. It is to be expected and understood.

There is no assurance that all of the managers, or even a majority, personally filled out or even checked many areas of the questionnaire which should reflect management opinion. It is likely that some answers to some questions were delegated. Even so, there is ample evidence that many managers spent considerable time, thought, and effort over what they believed to be difficult but important questions which required comment and explanation.

Some questions were difficult to answer, especially in areas which may be of little concern to the normal operation of a station. But those answers, omitted or estimated, indicate important information.

The potential of the study is dependent upon the degree of participation by station managers, and to a lesser extent, their broadcast employees. Cooperation was excellent! The study is only as accurate as the accuracy of the information provided as well as the tabulation of the data in its final form.

Effectiveness of the study is a long-term proposition. It will depend upon the willingness of those in higher education to accept the imput of broadcasters into academic programs. It will depend upon initiative by broadcasters and professors to learn more about each other. Sufficient evidence is present to enable an academic program to strengthen programs which are already strong, to redouble efforts in areas which are weak, and to abandon certain areas or to lessen emphasis where there is little value.

Not all of Indiana's managers were invited to participate nor did all of those who were invited respond. But 102 Indiana radio stations and 18 TV stations, all commercial, are represented as are the more than 2,500 full-time and part-time

employees of those stations.

Finally, the study is limited by the bias of the writer who conceived the project, prepared the questionnaires, and tabulated the data. Fifteen years of day-to-day commercial station operation is indeed a formidable obstacle for an "academician" to overcome.

ORGANIZATION OF THE STUDY

It was decided to organize radio respondents into groups by staff size. There were 18 with staff size of two-to-nine, 19 with staff size of 10 to 14, eleven each for staff size 15 to 19 and 20 to 26, and four with staff size from 27 to 60. Some respondents are for AM-FM, for AM only, or FM only. Since position responsibilities frequently overlap there was no effort made to separate positions in AM-FM operations.

All TV respondents are included in a single group. This is somewhat complicated by three UHF stations in markets which are dominated by VHF stations. Their staff sizes range from 17 to 25. The remaining 15 TV stations have staff sizes ranging from 50 to 118. Three of the 15 have AM-FM-TV combinations under the same general manager. It is estimated that approximately 60 of their combined staff members are involved primarily in radio, but there is undoubtedly some overlapping of responsibilities. In any event, radio employees working in the AM-FM-TV organizations in this study are listed in the TV statistics.

Part I of the study begins by listing calls, city of assignment, and the names and titles of those who supplied information for the survey. It then proceeds on a question by question basis with information about Indiana radio-TV managers. This includes years of experience as broadcasters, number of different organizations for which they have worked full-time, weekly pay for their first full-time RTV jobs, the years they attended college, majors and minors by curriculum, benefit of college education, age when management status was first attained, the areas of their first full-time radio-TV jobs, the positions in which they had "reasonable experience" before becoming manager, and a personal choice of a "favorite" position should they choose one after their years of experience.

Part II of the study deals primarily with opinions and attitudes about college-educated employees, about characteristics of radio-TV staff persons, and size of market and medium/media recommended for the college-attending student/graduate. It also gets into the area of how managers go about finding people for jobs, information about turnover, recommendations for a "son or daughter" who is interested in a broadcasting career, and recommendations for improving graduates of academic programs.

Part II of the study also lists full-time positions, by station staff-size category, of the 2,102 individuals on the payrolls of the eighty-one respondents. Additional information lists 819 full-time position openings for the last two years for the same respondents. Also included are part-time positions and part-time position openings for the past two years.

Finally, the respondents were given a list of 55 brief titles representing courses in higher education, and which may be associated with radio-TV programs.

The courses are given a rating by each manager category and by total managers.

PARTICIPATING MANAGERS AND THEIR STATIONS
INDIANA -- 1975

CALLS	MARKET	NAME AND TITLE
WHBU	Anderson	John R. Atkinson, President and Gen. Mgr.
WHUT/WLHN	Anderson	David J. Butler, General Manager
WIFF-AM-FM	Auburn	Wayne H. Paradise, President and Gen. Mgr.
WBIW	Bedford	Wm. M. Quigg, General Manager
WBNL-AM-FM	Boonville	Norman Hall, President and Gen. Mgr.
WWCM	Brazil	Jack Teiken, General Manager
WCSI-AM-FM	Columbus	James F. Kauper, VP and Gen. Mgr.
WCNB-AM-FM	Connersville	Emmett M. Jackson, General Manager
WPDF	Corydon	Herbert L. Arms, President and Gen. Mgr.
WCVL/WLFQ	Crawfordsville	John L. Sinclair, Jr., Pres. and Gen. Mgr.
WTRC/WFIM	Elkhart	Ed Huot, Station Manager
WBMP	Elwood	Scott Ridener, General Manager
WGBF	Evansville	Martin L. Leich, President and Gen. Mgr.
WIKY-AM-FM	Evansville	Charles A. Blake, Station Manager
WROZ	Evansville	Wilbur Walker, General Manager
WLYV	Fort Wayne	Victor H. Sterling, General Manager
WMEE/WMEF	Fort Wayne	Burt J. Sherwood, VP and Gen. Mgr.
WOWO	Fort Wayne	Carl W. Vandergrift, General Manager
WLTH	Gary	Dale Dawson, VP and Gen. Mgr.
WWCA	Gary	Joseph A. Haas, General Manager
WKAM	Goshen	Gerald D. Grainger, General Manager
WJOB	Hammond	Judith Grambo, Station Manager
WWHC	Hartford City	Wm. C. Morris, General Manager
WATI	Indianapolis	Robert Lamb, General Manager
WBRI	Indianapolis	Thomas J. Wallace, General Manager
WIBC/WNAP[1]	Indianapolis	James C. Hilliard, VP and Gen. Mgr.
WIFE-AM-FM	Indianapolis	Robert D. Kiley, President and Gen. Mgr.
WIRE/WXTZ	Indianapolis	Don N. Nelson, VP and Gen. Mgr.
WNDE/WFBQ	Indianapolis	James E. Hankins, VP and Gen. Mgr.
WNTS	Indianapolis	Jeff Smulyn, General Manager
WXLW	Indianapolis	Wm. S. Poorman, General Manager
WXVW	Jeffersonville	Charles J. Jenkins, General Manager
WAWK-AM-FM	Kendallville	Paul L. King, President and Gen. Mgr.
WIOU/WKMO	Kokomo	W. R. Williamson, General Manager
WAZY-AM-FM	Lafayette	Hal M. Youart, General Manager
WASK-AM-FM	Lafayette	Henry Rosenthal, President and Gen. Mgr.

[1]Not included in station data, Parts I and II.

WSAL-AM-FM	Logansport	Joseph A. Wiler, General Manager
WBAT	Marion	Wm. C. Fowler, VP and Gen. Mgr.
WGOM/WMRI	Marion	Louis U. Disinger, VP and Gen. Mgr.
WCBK-AM-FM	Martinsville	David Keister, President and Gen. Mgr.
WIMS	Michigan City	Wm. N. Udell, President and Gen. Mgr.
WERK	Muncie	Wm. S. Poorman, President and Gen. Mgr.
WLBC-AM-FM	Muncie	Jack Craig, General Manager
WCTW	New Castle	Kirk Patrick, General Manager
WOCH-AM-FM	North Vernon	Charles R. Plummer, General Manager
WARU-AM-FM	Peru	Richard W. Schultz, President and Gen. Mgr.
WTCA-AM-FM	Plymouth	Kenneth E. Kunze, President and Gen. Mgr.
WHON/WQLK	Richmond	Richard Huckaba, General Manager
WKBV-AM-FM	Richmond	Lester G. Spencer, President and Gen. Mgr.
WRCR	Rushville	Edward W. Roehling, VP and Gen. Mgr.
WSLM-AM-FM	Salem	Don Martin, President and Gen. Mgr.
WNDI	Sullivan	Arthur F. Stanley, President and Gen. Mgr.
WTCJ	Tell City	James R. Brewer, President and Gen. Mgr.
WAAC	Terre Haute	George A. Foulkes, President and Gen. Mgr.
WBOW/WBOQ	Terre Haute	Harvey K. Glor, General Manager
WVTS	Terre Haute	Michael J. Raftis, President and Gen. Mgr.
WAKE/WLJE	Valparaiso	Leonard J. Ellis, President and Gen. Mgr.
WNWI	Valparaiso	Paul D. Woidke, General Manager
WAOV-AM-FM	Vincennes	Wm. B. Kepler, General Manager
WAYT	Wabash	O. J. Jackson, General Manager
WRSW-AM-FM	Warsaw	Duane Pagel, Station Manager

TWO PROGRAM DIRECTORS RESPONDING FOR GENERAL MANAGERS

WGL	Fort Wayne	Jon Patrick
WRAY	Princeton	Stephen Lankford

TV AND RADIO STATIONS UNDER SAME GENERAL MANAGERS AND TV ALONE

WSJV-TV	Elkhart	Don E. Fuller, VP and Gen. Mgr.
WEHT-TV	Evansville	James H. Manion, VP and Gen. Mgr.
WFIE-TV	Evansville	Kelly Atherton, VP and Gen. Mgr.
WTTV	Evansville	E. Berry Smith, President and Gen. Mgr.
WANE-TV	Fort Wayne	Reid G. Chapman, VP and Gen. Mgr.
WKJG-TV	Fort Wayne	Hilliard Gates, VP and Gen. Mgr.
WPTA-TV	Fort Wayne	Edwin C. Metcalfe, President and Gen. Mgr.
WTTV	Indianapolis	Elmer Snow, General Manager
WLWI	Indianapolis	Eugene V. McPherson, VP and Gen. Mgr.
WISH-TV	Indianapolis	Robert B. McConnell, VP and Gen. Mgr.
WRTV	Indianapolis	Jerry Chapman, VP and Gen. Mgr.
WLFI	Lafayette	Harold Shively, VP and Gen. Mgr.
WHMB-TV	Indianapolis	W. Neale Carr, General Manager
WIIL-TV	Terre Haute	Ben Falber, Jr., Exec. VP and Gen. Mgr.

WTWO-TV	Terre Haute	John T. Gelder, Exec. VP and Gen. Mgr.
WTHI-AM-FM-TV	Terre Haute	Robert K. Larr, VP and Station Mgr.
WNDU-AM-FM-TV	South Bend	Bazil O'Hagan, VP, Broadcast Operations
WSBT-AM-FM-TV[1]	South Bend	Jack Douglas, General Manager

[1]Estimated information for station data.

Part III of the study is devoted to questionnaire responses from some 239 broadcast employees. In order to compare employee and management opinions and attitudes there are some questions which are directed to both.

The age-old bias of department v. department within station operation was apparent in some questionnaires. The same was true of radio v. television. There are those who appear so dedicated to a particular area that other areas within the industry or of the station hold little attraction or value. However, indications are that the large majority provided information which recognized the importance of areas outside personal preferences.

Specific emphasis was placed upon attitudes and opinions relative to each respondent's experience in higher education. Questions were directed to the apparent influence upon their broadcasting careers by their college education, college broadcasting courses, college placement services, radio-TV departments and professors, facilities of their RTV academic programs, and recommendations for others interested in broadcast careers.

Additional recommendations were sought for improvement of college radio-TV-film programs. Respondents were asked to rank the emphasis placed upon critical areas by their college RTV programs, then to provide rankings of the same areas as they believed the emphasis should be in today's RTV framework. As a check measure upon the emphasis upon areas the respondent's were asked to rate 55 course titles (same as rated by managers). The 15 highest and 15 lowest rated courses were tabulated in addition to the others.

A specific inquiry was directed to the operation of a college campus carrier current station with recommendations requested for several areas.

Part III also includes a tabulation by age and position for each area of employment for 225 persons. It includes hours worked per week, weekly pay for the respondent's first RTV position, years of experience, current weekly pay, and yearly salary. Averages are also included.

Part IV deals with comments by the employee respondents with regard to specific questions. Comments were selected from more than thirty pages of suggestions.

Part V is a brief summary of the findings.

The following pages represent supporting numbers and percentages reflecting the background, attitudes and opinions of Indiana radio and television station managers in a variety of areas relating to the relationship of commercial broadcasting to higher education.

It includes comments and analysis relating to data from more than 250 separate items of information.

This material is compiled from questionnaire response from

- 81 broadcasting organizations;
- 78 station managers;
- 2 program directors;
- 102 radio stations and 18 TV stations;
- 2,102 individuals on full-time payroll;
- 424 individuals on part-time payroll;
- 819 full-time job openings in the last two years;
- 206 part-time job openings in the last two years;
- Approximately 70 Indiana stations not included.
- Estimate about 600 full-time employees for those stations. Total AM-FM-TV for Indiana about 192 stations and more than 3,000 full-time and part-time employees.

INDIANA BROADCASTER'S SURVEY -- MANAGERS

PART I -- BACKGROUND

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents*	18	19	11	11	4	18	81

1. How many years of full-time experience do you have in broadcasting?

Years							
0-4	-	-	-	1	-	-	1
5-10	5	3	2	-	-	1	11
11-15	3	4	2	2	1	1	13
16-20	2	-	1	3	-	3	9
21-25	3	8	1	1	2	8	23
26-30	2	3	2	4	-	2	13
31-35	1	-	1	-	-	2	4
36-40	2	-	1	-	1	1	5
41-45	-	-	1	-	-	-	1

*One manager reported data for two stations in separate markets.

2. How many dfferent broadcasting organizations have employed you full-time?

Organizations							
One	2	3	2	4	1	4	16
Two	4	4	4	2	-	4	18
Three	4	2	-	2	1	2	11
Four	2	4	2	-	1	3	12
Five	2	2	2	-	-	1	7
Six	2	-	-	-	-	-	2
Seven	-	-	1	1	-	2	4
Eight	-	-	-	1	-	2	3
Nine or more	2	2	-	1	1	-	6

3. What was your weekly gross pay for your first, full-time broadcasting job?

Weekly Pay							
$ 7.50	-	-	1	-	-	-	1
20-30	3	1	2	1	1	4	12
31-40	2	-	3	2	1	2	10
41-50	-	6*	-	2	-	1	9
51-60	4	1	1	-	-	1	7
61-70	4	2	1	1	1	2	11
71-80	4	2	-	-	-	3	9
81-100	1	1	1	2	1	-	6
101-150	-	4	2	3	-	2	11
Over 150	-	-	-	-	-	2	2

*One manager reported $50 plus 15% of individual sales.

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents	18	19	11	11	4	18	81
4. What years did you attend college?							
1930-39	2	2	3	1	1	5	14
1940-49	4	6	2	6	-	12	30
1950-59	5	4	2	2	3	1	17
1960-69	1	1	1	1	-	-	4
1970-	1	-	-	-	-	-	1
	13	13	8	10	4	18	66
5. What was your college major?							
Business*	4	3	3	2	1	6	19
Economics	-	1	1	-	-	-	2
Education	1	-	-	-	-	-	1
English	1	1	1	2	-	1	6
Electrical Engr.	-	-	-	1	-	2	3
Elementary Ed.	-	-	1	-	-	-	1
History	1	-	-	2	-	-	3
Journalism	-	1	-	1	-	-	2
Law	-	1	1	1#	-	-	3
Music	1	1	-	1	-	2	5
Physical Ed.	-	-	-	1	-	-	1
Political Science	-	-	-	-	1	-	1
Radio-TV-Speech	3	4	3	4	1	6	21
Theatre	-	1	-	-	-	1	2
None	2	-	-	-	1	-	3
6. What was your college minor?							
Bible	-	-	-	-	-	1	1
Business	1	2	-	2	1	3	9
Education	-	-	-	-	-	1	1
Engineering	1	-	-	-	-	-	1
English	2	1	1	-	-	4	8
History/Pol Sc	1	1	3	2	-	-	7
Journalism	1	2	1	-	-	1	5
Literature/Art	-	-	1	-	-	-	1
Music	-	-	-	-	-	1	1
Psychology	-	2	-	-	-	-	2
Radio-TV-Speech	-	4	1	2	1	-	8
Science	1	-	-	-	-	-	1
Theatre/Comm	2	-	-	-	-	-	2

*Includes Business Administration, Accounting, Industrial Management, Marketing, and Advertising.

#Includes a degree in Broadcast Law and Regulated Industries.

NOTE that some managers studied double majors.

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents	18	19	11	11	4	18	81
7. Has your college education benefited you in your broadcasting career?							
No benefit	1	-	-	1	-	-	2
Little benefit	1	1	2	1	-	-	5
Some benefit	7	9	2	4	2	9	33
Great benefit	4	3	4	4	2	9	26
8. At what age did you become station manager for the first time?							
20-25	5	1	1	1	-	1	9
26-30	7	3	3	3	2	3	21
31-35	5	5	2	3	-	2	17
36-40	1	4	1	4	2	5	17
41-45	-	-	2	-	-	4	6
46-50	-	1	1	1	-	1	4
51-55	-	2	-	-	-	-	2
9. Which of the positions below would describe your first, full-time radio-TV job?							
General Staff	4	2	2	2	-	1	11
Announcing	11	8	5	4	2	5	35
News	-	1	-	1	1	-	3
Promotion	1	-	1	-	-	1	3
Traffic	-	-	-	-	-	3	3
Sales	2	5	1	4	1	8	21
Continuity	-	2	1	-	-	1	4
Sports	-	1	1	-	-	-	2
Play-by-play	-	1	1	-	-	-	2
Music	-	-	-	1	-	2	3
Production	-	1	1	-	-	-	2
Director	-	-	1	-	-	1	2
Producer	-	-	-	1	-	-	1
Engineer	2	2	-	-	-	2	6
Secretarial							
Photographer							
Photo Lab							
Graphic Arts							
Floor Manager							
Cameraman							
Accounting							

CHOICES AVAILABLE BUT NOT SELECTED

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents	18	19	11	11	4	18	81
10. In which of the positions below did you have "reasonable" experience before becoming manager?							
General Staff	9	4	6	4	1	4	28
Announcing	17	11	11	7	3	7	56
News	15	10	4	7	1	4	41
Promotion	7	6	8	6	4	5	36
*Traffic	9	3	6	6	2	5	31
*Secretarial	1	-	3	-	-	-	4
Sales	16	13	6	9	3	13	60
Continuity	12	12	8	6	4	5	47
Sports	4	4	4	6	2	3	23
Play-by-play	5	5	3	3	-	2	18
*Photographer	-	-	-	-	-	1	1
*Photo Lab	-	-	-	-	-	1	1
*Music	4	4	3	3	3	2	19
Production	5	5	4	3	2	6	25
*Floor Manager	2	-	1	-	-	2	5
*Cameraman	2	-	1	-	-	2	5
*Director	1	1	1	-	-	3	6
Producer	1	2	-	-	-	5	8
Engineer	4	5	1	-	-	2	12
*Accounting	4	4	1	3	-	1	13
Program Director	-	-	-	-	1	4	5
*Sales Manager	-	-	-	-	2	-	2
Business Manager	-	-	1	-	-	-	1
Documentary Writer, Prod./Dir.	-	-	-	-	-	2	2
11. Which of the positions below would be your "favorite" today if you chose one?							
General Staff	-	1	-	1	1	1	4
Announcing	2	1	2	1	-	1	7
News	2	-	-	1	-	1	4
Promotion	2	1	-	1	-	-	4
Sales	8	8	3	5	1	8	33
Continuity	-	-	1	-	-	-	1
Sports	-	1	-	1	-	-	2
Play-by-play	3	3	1	-	-	1	8
Production	-	1	2	1	1	-	5
Producer	1	-	1	-	-	1	3
Engineer	2	1	-	-	-	1	4
Program Director	-	-	-	-	1	2	3
Business Manager	-	-	1	-	-	-	1
Documentary Writer, Prod./Dir.	-	-	-	-	-	1	1

*Not chosen by any manager as a "favorite" position.

PART I -- COMMENTS

All 18 TV managers attended college. Of the 44 station managers responding for staff sizes 15 and up, all but four attended college. Of the 66 station managers who attended college, the two most prominent majors are business (19) and radio-TV-speech (21) while English was a major of six managers.

College minors followed the same pattern. Nine managers minored in business, eight in radio-TV-speech, and eight in English.

Only two managers of the 66 who attended college said they received no benefit. But 26 claimed "great benefit" and 33 others said, "some benefit."

Of 81 managers responding there were 68 with broadcasting experience totaling 11 years or more. Forty-six managers have been in broadcasting for more than 21 years. One has been broadcasting for 45 years.

Most managers do not move around very much. Thirty-four have worked for no more than two stations, and 57 have worked for four or fewer stations.

Most managers started at very low pay. Sixty-six of them began at $100 or less per week. Those above $100 either began careers in sales or have ten years or less experience. Fifty-nine managers started at $80 or less. Thirty-two started at $50 or less.

There were 98 job positions listed by 81 managers as being their "first full-time position" with multiple responsibilities accounting for the extra numbers. Of the 98 nearly half were in news, announcing, and general staff--the performance area. Thirty-five started as announcers, 11 began as general staff and most had responsibilities which included announcing. Only three began their careers in news.

One manager started 45 years ago as an announcer earning $7.50 per week--as a high school student. Another manager told the writer that he hired a new engineer for $12 per week. The man moved his family 600 miles for a weekly raise of $2. It happened in 1941 when some $700 would buy a new car.

Twenty-one managers began their careers in sales with three each in traffic and promotion for a total of 27 in sales-related areas.

Sixty managers reported having "reasonable" experience in sales before becoming managers, 31 were involved with traffic, and 36 with promotion. In the performance area 56 said they had experience in announcing, 28 in general staff work and 41 in news.

When asked for their "favorite" area today, 33 chose sales, seven chose announcing, and the rest were scattered throughout the job positions. In any event, the majority of Indiana station managers started as announcers and general staff, obtained a considerable amount of experience in other areas, and gravitated to sales as their primary area of interest.

One manager said that he began his career as an announcer, worked his way to program director, and found that he could go no further. He then became involved in sales, started at the bottom there, and rose to the position of general manager through the ranks of sales.

PART II -- ATTITUDES AND OPINIONS

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents	18	19	11	11	4	18	81

1. Approximately how many job applications have you received in the past year?

Number of Applications*	Number of Managers						
10-20	6	6	1	3	-	-	240
21-30	7	8	2	1	1	2	525
31-40	2	2	1	2	-	1	280
41-50	1	-	2	-	-	-	135
Over 50	2	3	4	5	3	13	1650
					Total estimated applications		2830

*The approximate mid-point of each category was multiplied by the number of managers for estimated applications. "Over 50" was regarded as 55.

2. Rank the following in the order which you believe to be the most important characteristics of regular RTV staff persons you are likely to hire.

	Average Rankings on Scale of 1 to 5					
Responsibility/ Attitude	1.6	1.5	1.5	1.8	2.8	1.4
Talent	3.2	2.3	2.3	2.7	1.3	3.2
Initiative	2.1	2.6	3.0	2.6	3.3	3.2
Experience	3.3	3.8	3.5	3.3	3.5	3.3
Education	4.6	4.3	4.4	3.8	4.3	3.9

3. How would you describe the average college-educated student (employee) who has worked full-time for you during the past five years?

Description	Manager Selections			
	Poor	Fair	Good	Excellent
Responsibility/Attitude	6	24	39	6
Talent	3	30	40	6
Initiative	5	33	31	3
General knowledge of sales	24	26	13	2
General knowledge of news	8	23	35	5
General knowledge of FCC Rules	24	35	12	-
Knowledge of production techniques	8	26	36	2
	78	197	206	24

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV 17-118	TOTALS
Number Respondents	18	19	11	11	4	18	81

4. How many college-educated students (employees) have worked for you on a full-time basis during the past five years?

Number of Employees*	Manager Respondents						
1 - 5	6	3	5	1	-	1	80
6 - 10	8	12	1	1	-	6	224
11 - 15	-	4	2	3	-	2	143
16 - 20	-	-	1	5	-	1	126
21 -25	-	-	1	-	-	-	23
Over 25	-	-	-	1	4	4	270
						Estimated	866

*Except for category "1 - 5" the estimated total of college-educated students/employees was obtained by multiplying the number of manager respondents by the approximate mid-point of each category.

5. How long have your full-time staff members been employed?

Years	Number of Employees						
0 - 5	86	134	88	151	111	236*	806
6 - 10	25	32	40	33	32	133	295
11 - 15	12	8	18	26	27	67	158
Over 15	7	25	22	26	14	64	158
Employees reported	130	199	168	236	184	500	1417
Actual payroll	130	219	186	247	194	932	1908

*Nine TV managers answered and data were tabulated for seven stations, deleting two stations which had not been on the air for five years.

6. Which of the following media, market-size combinations, would you recommend as the most likely opportunity for employment for the radio-TV college-attending student/graduate?

	Market Size Recommendations by Managers			
	1st 50	2nd 50	3rd 50	Over 150
AM Radio	4	4	18	42
FM Radio	4	8	19	33
TV	1	9	21	17
AM-FM	4	5	16	26
AM-FM-TV	2	9	13	15
Cable-TV	4	10	8	17
Ad Agency	7	13	13	8
	26	58	108	158

7. Based on past experience, suppose you have an opening for an employee with minimum experience, but someone willing to work hard, learn, and with a certain amount of capability and talent. Rank the following from "1 to7" as to how you would go about finding a replacement.

Descriptive Choices	Mgr Respon-dents	Ttls per Category	Ave Rank-ing
a. Contact the Indiana Broadcasters Assoc.	52	167	3.21
b. Place an ad in Broadcasting.	59	221	3.74
c. Check applications in station files.	67	110	1.64
d. Check Broadcasting for "situations wanted."	57	234	4.10
e. Contact the radio-TV film department of the nearest university or college.	56	202	3.61
f. Contact the placement office of the nearest university or college.	52	229	4.40
g. Contact management friends in broadcasting to see if they know anyone who is looking for such a job.	69	198	2.87

8. Which of the following would best express your reaction to radio-TV-film courses taken by your average college-educated employee?

Descriptive Choices	Managers
a. "That's fine. Should be helpful."	45
b. "Forget what you've been taught. We'll train you the right way."	6
c. No specific comment but negative toward college RTV-film programs.	3
d. No specific comment but positive toward college RTV-film programs.	24

9. How many college radio-TV professors have visited your station during the past year?

None 43 One 17 Two 9 Three or more 7

10. How many college radio-TV departments have you visited during the past year?

None 40 One 19 Two 16 Three or more 4

12. Which of the following recommendations would you have for a son or daughter who is interested in a broadcasting career?

	Recommend	Do not Recommend	Strongly Recommend
a. Do not go to college but instead select one of the "broadcasting" schools	2	61	1
b. Select a college with a strong broadcasting program, based on faculty, facilities, and alumni recommendation.	25	1	41
c. Select any good college, whether or not it has a broadcasting program.	11	39	3
d. Do not take any broadcasting courses at all, but major in areas such as business, political science, psychology, sociology, etc.	8	45	2
e. Specialize in one or two specific areas such as announcing, news, sports, sales, etc.	7	37	11
f. Specialize in radio, all areas.	18	30	4
g. Specialize in television, all areas.	15	30	5
h. Do not specialize in any area but try to obtain an overall broadcasting education with as much practical experience as possible.	10	13	37

13. Which of the following recommendations would you have for improving the broadcasting graduates of college/university academic programs?

a. Part-time paid teaching by local or area professional broadcasters in their specialties.	46	2	27
b. Encourage faculty members to develop expertise by working part-time at a local or area station.	46	12	19
c. Encourage faculty members to maintain closer relationship with local and area stations by periodic visits.	41	5	31
d. Colleges should place higher priority on commercial experience when hiring new faculty.	33	1	41
e. An internship program for students requiring 10-16 weeks in full-time attendance at a commercial station at no pay but for credit. Similar to student-teaching programs.	34	3	37

FULL-TIME POSITIONS -- TOTAL EMPLOYEES

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV* 17-118	TOTALS	
Number Respondents	18	19	11	11	4	18	81	Percent
Local Sales	33	54	39	55	44	104	329	15.62
Nat/Reg Sales	-	6	3	6	4	23	42	1.99
Promotion	3	1	2	6	3	26	41	1.95
Traffic	12	15	12	15	7	56	117	5.55
Continuity	17	8	13	18	7	29	92	4.37
News	18	19	25	36	23	153	274	13.01
Public Affairs	6	-	-	6	6	16	34	1.61
Play-by-Play/Sports	5	12	4	7	4	13	45	2.14
Announcing/Talent	50	64	54	53	31	41	293	13.91
TV Production Staff	-	-	-	-	-	30	30	1.42
Engineering	8	19	17	19	17	242	322	15.29
Secretarial	14	16	14	16	15	85	160	7.60
Program Director	5	11	8	10	5	16	55	2.61
Director of Operations	3	2	-	5	-	16	26	1.23
Production Manager	2	-	-	5	4	18	29	1.38
Photography/Photo Lab	-	-	-	-	-	47	47	2.23
Producer/Director	-	-	-	-	-	58	58	2.75
Graphic Arts	-	-	-	-	-	19	19	.90
Accounting	3	9	7	12	10	52	93	4.42
TOTAL POSITIONS	179	236	198	269	180	1044	2106	99.98
ON PAYROLL+	130	221	186	247	194	1124	2102	

*TV column includes three AM-FM-TV stations under same manager. Approximately 60 employees under TV may have primary responsibility in radio.

POSITIONS REPRESENTING PERFORMANCE/PRODUCTION

Announcing/Talent	50	64	54	53	31	41	293
News	18	19	25	36	23	153	274
Public Affairs	6	-	-	6	6	16	34
Play-by-Play/Sports	5	12	4	7	4	13	45
TV Production Staff	-	-	-	-	-	30	30
Program Director	5	11	8	10	5	16	55
Director of Operations	3	2	-	5	-	16	26
Production Manager	2	-	-	5	4	18	29
Producer/Director	-	-	-	-	-	58	58
TOTAL POSITIONS	89	108	91	122	73	361	844

POSITIONS REPRESENTING SALES AND SALES RELATED

Local Sales	33	54	39	55	44	104	329
Nat/Reg Sales	-	6	3	6	4	23	42
Promotion	3	1	2	6	3	26	41
Traffic	12	15	12	15	7	56	117
Continuity	17	8	13	18	7	29	92
TOTAL POSITIONS	65	84	69	100	65	238	621

+From Question 12 on the original questionnaire which stated, "How many full-time staff members do you employ?"

FULL-TIME POSITION OPENINGS

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV* 17-118	TOTALS	
Number Respondents	18	19	11	11	4	18	81	Percent
Local Sales	25	35	18	28	15	34	155	18.93
Nat/Reg Sales	2	-	1	1	2	7	13	1.59
Promotion	1	1	-	-	3	13	18	2.20
Traffic	7	4	5	5	6	31	58	7.08
Continuity	3	9	6	7	4	18	47	5.74
News	9	11	9	20	10	67	126	15.38
Public Affairs	1	1	1	-	-	5	8	.98
Play-by-Play/Sports	1	3	-	-	2	1	7	.85
Announcing/Talent	35	38	21	26	8	16	144	17.58
TV Production Staff	-	-	-	-	-	17	17	2.08
Engineering	1	3	1	3	4	46	58	7.08
Secretarial	7	9	6	7	9	29	67	8.18
Program Director	2	5	3	1	2	5	18	2.20
Director of Operations	2	-	1	1	-	3	7	.85
Production Manager	-	-	-	-	-	7	7	.85
Photography/Photo Lab	-	-	-	-	-	15	15	1.83
Producer/Director	-	-	-	-	-	11	11	1.34
Graphic Arts	-	-	-	-	-	5	5	.61
Accounting	-	7	1	9	5	16	38	4.64
TOTAL POSITIONS	96	126	73	108	70	346	819	99.99

*TV column includes three AM-FM-TV stations under same manager.

POSITION OPENINGS REPRESENTING PERFORMANCE/PRODUCTION

Announcing/Talent	35	38	21	26	8	16	144
News	9	11	9	20	10	67	126
Public Affairs	1	1	1	-	-	5	8
Play-by-Play/Sports	1	3	-	-	2	1	7
TV Production Staff	-	-	-	-	-	17	17
Program Director	2	5	3	1	2	5	18
Director of Operations	2	-	1	1	-	3	7
Production Manager	-	-	-	-	-	7	7
Producer/Director	-	-	-	-	-	11	11
TOTAL POSITIONS	50	58	35	48	22	132	345

POSITION OPENINGS REPRESENTING SALES AND SALES RELATED

Local Sales	25	35	18	28	15	34	155
Nat/Reg Sales	2	-	1	1	2	7	13
Promotion	1	1	-	-	3	13	18
Traffic	7	4	5	5	6	31	58
Continuity	3	9	6	7	4	18	47
TOTAL POSITIONS	38	49	30	41	30	103	291

PART-TIME POSITIONS -- TOTAL EMPLOYEES

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV* 17-118	TOTALS	
Number Respondents	18	19	11	11	4	18	81	Percent
Local Sales	6	3	4	2	-	4	19	4.48
Nat/Reg Sales	1	-	-	-	-	1	2	.47
Promotion	1	1	1	-	-	1	4	.94
Traffic	3	2	1	4	-	2	12	2.83
Continuity	33	2	1	-	-	2	8	1.89
News	11	12	4	8	4	22	61	14.39
Public Affairs	-	4	3	2	-	-	9	2.12
Play-by-Play/Sports	12	7	12	10	-	9	50	11.79
Announcing/Talent	38	39	22	37	6	14	156	36.79
Engineering	16	2	4	8	-	13	43	10.14
Secretarial	9	1	1	5	-	6	22	5.19
Program Director	2	-	1	1	-	1	5	1.18
Production Manager	1	-	-	1	-	-	2	.47
Photography/Photo Lab	-	-	-	-	-	11	11	2.59
Producer/Director	-	-	-	-	-	6	6	1.42
Graphic Arts	-	-	-	-	-	2	2	.47
Accounting	6	-	-	-	-	5	11	2.59
TOTAL POSITIONS	109	73	54	78	10	99	423	99.75
ON PAYROLL+	67	69	51	64	25	148	424	

*TV column includes three AM-FM-TV stations under same manager. Some positions under TV may apply to radio as well.

POSITIONS REPRESENTING PERFORMANCE/PRODUCTION

Announcing/Talent	38	39	22	37	6	14	156
News	11	12	4	8	4	22	61
Public Affairs	-	4	3	2	-	-	9
Play-by-Play Sports	12	7	12	10	-	9	50
Program Director	2	-	1	1	-	1	5
Production Manager	1	-	-	1	-	-	2
Photography/Photo Lab	-	-	-	-	-	11	11
Producer/Director	-	-	-	-	-	6	6
TOTAL POSITIONS	64	62	42	59	10	63	300

POSITIONS REPRESENTING SALES AND SALES RELATED

Local Sales	6	3	4	2	-	4	19
Nat/Reg Sales	1	-	-	-	-	1	2
Promotion	1	1	1	-	-	1	4
Traffic	3	2	1	4	-	2	12
Continuity	3	2	1	-	-	2	8
TOTAL POSITIONS	14	8	7	6	-	10	45

+From Question 15 on the original questionnaire which stated, "How many part-time staff members do you employ?"

PART-TIME POSITION OPENINGS

Staff Size	RADIO 2-9	RADIO 10-14	RADIO 15-19	RADIO 20-26	RADIO 27-60	TV* 17-118	TOTALS	
Number Respondents	18	19	11	11	4	18	81	Percent
Local Sales	-	2	1	2	-	4	9	4.37
Nat/Reg Sales	-	-	-	-	-	1	1	.49
Promotion	-	1	-	-	-	1	2	.97
Traffic	1	1	-	1	-	-	3	1.46
Continuity	-	-	-	1	-	1	2	.97
News	1	2	6	6	-	13	28	13.59
Public Affairs	-	-	1	2	-	2	5	2.43
Play-by-Play/Sports	-	2	2	5	-	4	13	6.31
Announcing/Talent	26	24	10	31	-	9	100	48.54
TV Production Staff	-	-	-	-	-	14	14	6.80
Engineering	2	-	-	1	-	1	4	1.94
Secretarial	3	1	-	2	-	1	7	3.40
Production Manager	-	-	-	-	-	3	3	1.46
Photography/Photo Lab	-	-	-	-	-	9	9	4.37
Producer/Director	-	-	-	-	-	1	1	.49
Graphic Arts	-	-	-	-	-	1	1	.49
Accounting	-	1	-	-	-	3	4	1.94
TOTAL POSITIONS	33	34	20	51	-	68	206	100.02

*TV column includes three AM-FM-TV stations under same manager.

POSITION OPENINGS REPRESENTING PERFORMANCE/PRODUCTION

Announcing/Talent	26	24	10	31	-	9	100
News	1	2	6	6	-	13	28
Public Affairs	-	-	1	2	-	2	5
Play-by-Play/Sports	-	2	2	5	-	4	13
TV Production Staff	-	-	-	-	-	14	14
Production Manager	-	-	-	-	-	3	3
TOTAL POSITIONS	27	28	19	44	-	45	163

POSITION OPENINGS REPRESENTING SALES AND SALES RELATED

Local Sales	-	2	1	2	-	4	9
Nat/Reg Sales	-	-	-	-	-	1	1
Promotion	-	1	-	-	-	1	2
Traffic	1	1	-	1	-	-	3
Continuity	-	-	-	1	-	1	2
TOTAL POSITIONS	1	4	1	4	-	7	17

The following are brief titles representing courses which may be available in various radio-TV-film programs. Scan the listings and rate the value of each course as you perceive it with "1" being very poor and "6" being very good.

COURSE TITLES	RESPONDENTS	RATING
General Psychology	72	4.0
Advanced Psychology	68	2.9
Principles of Sociology	69	3.7
American National Government	72	4.2
State and Local Government	71	4.5
World Regional Geography	72	3.2
Introductory Meteorology	68	2.6
Social Problems	71	3.8
Foreign Language	69	2.6
Accounting	71	3.9
Consumer Behavior	71	4.3
Principles of Marketing	72	4.8
Data Processing	69	2.9
Retail Management	71	4.2
Interpreting Business Data	70	3.9
Principles of Economics	69	4.2
Radio Sales	73	5.6
Television Sales	68	5.4
Creating Radio Commercials	73	5.2
Creating TV Commercials	67	5.1
RTV Sales Promotion	68	5.1
Audience Research	70	4.8
Public Relations	73	4.9
TV News Film Production	65	4.1
Shooting and Editing Film	64	4.0
Film Censorship	65	3.1
Film Directing	65	3.4
Station Management	71	5.1
Acting	68	2.9
Oral Intrepretation	70	4.4
Debate	70	4.0
Radio Programming	72	5.2
TV Programming	65	5.0
Broadcasting History	71	3.9
Film History	65	3.0
Remote Broadcasting	68	3.7
Announcing	72	5.2
Phonetics	70	4.6
Commercial Station Operation	72	5.6
Radio News Reporting	73	5.2
TV News Reporting	66	5.0

(Course title ratings, cont'd.)

COURSE TITLES	RESPONDENTS	RATING
Creating the Documentary	67	3.6
FCC Rfles and Regulations	73	5.1
Play-by-Play/Sports	69	3.9
International Broadcasting	65	2.4
Social Responsibility of Broadc'st'g	67	4.0
Dramatic Writing	67	2.7
Commercial Writing	71	5.2
News Writing	71	5.3
Radio Production	71	4.9
TV Production	65	4.7
TV Directing	65	4.1
Graphic Arts	65	3.4
Public Affairs Programming	69	4.5
Broadcast Engineering (1st Class Ticket)	69	4.5

THE FIFTEEN HIGHEST RATED COURSE TITLES

5.6 Radio Sales
Commercial Station Operation
5.4 TV Sales
5.3 News Writing
5.2 Creating Radio Commercials
Radio Programming
Announcing
Radio News Reporting
Commercial Writing
5.1 Creating TV Commercials
RTV Sales Promotion
Station Management
FCC Rules and Regulations
5.0 TV Programming
TV News Reporting

THE FIFTEEN LOWEST RATED COURSE TITLES

2.4 International Broadcasting
2.6 Introductory Meteorology
Foreign Language
2.7 Dramatic Writing
2.9 Advanced Psychology
Data Processing
3.0 Film History
3.1 Film Censorship
3.2 World Regional Geography
3.4 Graphic Arts
Film Directing
3.6 Creating the Documentary
3.7 Principles of Sociology
Remote Broadcasting
3.8 Social Problems

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PART II -- COMMENTS

Most managers do not know how many job applications they receive during a year. The estimated figure is set at 2,830 for 79 managers responding, but the actual figure is probably well over 3,000. Managers tend not to be interested in applications until they have openings.

Given five characteristics to be considered when hiring an employee, the overwhelming choice was responsibility/attitude. The second choice was a close selection between talent and initiative. Experience was a distant fourth as a choice and education was last. One manager rated "talent" as first with nothing for any of the other choices. Only four others rated "talent" as their first choice.

QUESTION 20, was an extension of the five characteristics above, as applied to the average college-educated employee who had worked full-time for the station over the past five years. Two areas, general knowledge in sales and in FCC Rules and Regulations, were added, and a brief description of each of the characteristics was included. Some 77 percent of the managers rated their college-educated employees as fair to poor in sales and FCC Rules. The question also provoked considerable comment, including:

"I have had college graduates who would rate poor and others excellent."

"Most grads want to start at the top with a high salary and title. Few want to work and prove. The grads I have worked their way up and are currently the highest paid among the staff."

"No different than non-college."

"They want to do the job but need experience."

"We have had very good and very bad. Consequently an average is meaningless. There is no average college student just as there are no average men, average blacks, average people."

"Talent and initiative have no relationship to education. General knowledge of sales has nothing to do with ability to get out, meet the people, get the business. A good salesman can always hire a college grad to figure out that stuff. Production techniques have no value unless those techniques captivate, entertain the people. It's pretty tough to teach 'Sho biz.'"

Under "other" one manager wrote, "Motivation: Desire to work for as opposed to having the right to." Another added, "Ability to present an excellent commercial announcement," then rated the average college student/employee "poor."

To learn something about job turnover the managers were asked how long

their full-time staff members had been employed. Some estimated by percentage, others approximated by numbers, some said they didn't know, and others answered precisely. Some stations have little turnover. Others have great turnover. The smaller the staff the easier the question was to answer. Of the 1,908 individuals on the payroll for the respondents who answered, only 1,417 employees were listed. From the information submitted, indications are that nearly 57 percent of the employees listed had been employed for five years or less. Only some 11 percent had been employed over 15 years.

How does management go about finding a new employee? Seven choices were listed, and the data were ranked. Most managers looked to their station files for applications. A distant second would be to contact management friends to see if they know of anyone who is looking for such a job. A third choice was to contact the Indiana Broadcasters Association. Trade publications and university departments and placement services were far down the list.

One manager said he would advertise for such an employee on his own airwaves.

Another said, "Raid competitor before any other choice. This not only finds a person but gives a competitor a problem. He must then use his time to solve it."

Another manager said, "Ask other employees for recommendations. Consider present employees."

Other managers were concerned with their obligations under "equal opportunity." Some of their comments were:

"We advertise each and every opening with over 55 non-commercial service agencies as a condition of our Equal Opportunity obligations."

"Contact sources which specialize in placing minorities."

"The E. O. C. rules are very strict and local solicitation among minority contacts is imperative."

"Send notice to our regular list which included minority groups, colleges, employment agencies, etc."

QUESTION 29 was an effort to determine management reaction to radio-TV-film courses taken by the average college-educated employee. Out of 78 responses only nine were negative. One manager expressed his reaction:

"I can't speak for the industry, and I have no blanket opinions about radio/television graduates, or what college has done for them. I do feel that colleges need to weed out people who shouldn't be in the business in the first place. I feel greater emphasis should be placed on basic communications skills which don't necessarily involve training to use television gear. Writing skills in every style - newspaper, radio, television, promotion, commercial continuity; speech

skills in extemporaneous speech from handling a meeting to performing on radio/television. The skills I have mentioned could be taught to the right person in someone's living room without benefit of campus radio or television hardware and facitliies. To the wrong person, no amount of training could give it to them. In past recruiting I have done for news operations and production, I have been concerned that the brilliant people I wanted were perhaps in law, or theater, or education, political science or somewhere else. I frequently had the feeling that too many 'duds' had for some reason been attracted into radio/TV. It wasn't really the fault of what they were being taught, or the facilities used in teaching them, but the fact that many of them didn't have the potential to begin with.

This is probably not true for small radio stations or cable TV operations, but the large TV station needs a person with a sound education and the basics in communications skills--writing and speaking rather than someone trained in specific TV or radio techniques. Economics, political science, history, geography, science and any of the academic disciplines will become increasingly important to the person once he becomes involved in TV station life--TV news, community affairs, management, sales, promotion, or whatever. This is the part the TV station can't give. But, if the candidate is bright, has basic writing and speech skills, we can train him for most key positions in news, promotion, community services and production."

"I don't feel colleges train people to be commercial broadcasters, but rather ETV broadcasters."

"I wonder if he (or she) has a Third Phone with the Broadcast Endorsement."

"They have a general idea of the facility of broadcasting but none whatsoever as far as the business is concerned which is advertising, marketing, and salesmanship."

"When I was in school (1937-41) courses were terrible in radio. Don't know about today's curricula."

"What have you done to entertain people lately? What have you sold?"

"It depends upon which school the employed has attended and what he has been taught. Some schools teach some weird things about commercial broadcasting."

"Too much emphasis placed on TV for the radio station manager's view. Radio and TV should not be lumped together. Radio is a bag all of its own."

"KTV graduates are a little sharper than generally educated college grads and much better than non-college educated employees."

"More emphasis on general education, like spelling, and also business."

The survey shows that college RTV professors and station managers do not visit each other very often. Nearly 57 percent of the managers reported that not one college professor visited their stations during the past year. Fifty-one percent of the managers said they had not visited a radio-TV department during the same time.

One manager said about visiting professors, "They don't even know where it is." Another said that none visited his station and added, "We are in a university town with a university with a large broadcasting department."

QUESTION 22 on the questionnaire asked for recommendations which would improve broadcasting graduates of college academic programs. All but two of 75 respondents recommended part-time paid teaching by local or area professional broadcasters.

All but one manager recommended that colleges should place higher priority on commercial experience when hiring new faculty.

All but three managers recommended a required internship program for RTV majors calling for 10 to 16 weeks in full-time attendance at commercial stations.

Managers comments included some apprehension and additional recommendations:

"Recommend colleges draw on RAB, NAB and other professional organizations for lecturers and material, especially in management level classes. Also use of AP and UPI reps for news classes and network upper and middle-level managers. These might work out best in seminar type format."

"There should be required college courses for radio-TV majors to take bookkeeping and accounting, and some business courses. Some colleges are teaching radio and TV in an artificial atmosphere. We have to do a lot of retraining when they come to us."

"Change radio-TV academic requirements to offer a broader base in speech, news, business, music, and lessen emphasis on equipment instruction."

"I found at _____that the training I received wasn't appropriate for broadcasting in the 1960's and 1970's. Too much of the '40's were being taught."

"Faculty and students must be aware that although we are licensed to serve the public, like any other business, we are here to make money."

"Place far more emphasis on business aspects of broadcasting--marketing and sales."

Concerning part-time teaching by area broadcasters, a respondent said, "The ones who really have the most to offer probably have the least time to spare." Another said, "Only if they are competent teachers, which is rarely the case."

Concerning commercial experience to be considered when hiring new faculty, several managers emphasized that colleges must be careful to avoid commercial drop-outs--unsuccessful commercial broadcasters.

QUESTION 30 was directed to the kind of recommendations a manager would give to a son or daughter who might be interested in a broadcasting career. Of 64 who answered only three recommended one of the "broadcasting" schools over a college or university. Only one did not recommend a college with a "strong broadcasting program."

Manager's comments included:

"Would recommend taking some broad cast classes, but get wide-ranging background in all areas, business especially, political science if news interest, . . . psychology and sociology are always good."

"Major in business, psychology, political science, advertising, marketing, salesmanship--minor in broadcasting."

"Practical experience is a must. Get a part-time job while going to school."

"Take broadcasting courses but major in areas such as business, political science, psychology, sociology, English, etc."

"If interested in radio DJ then go to broadcasting school after college."

"Talk with commercial broadcaster before making decision."

"Besides broadcasting he or she should have a strong background in liberal arts and business."

"At the present time the 'broadcasting' schools are the only ones offering valid job placement services to the student. Recommend such schools because of this."

"I would like to see at least 75 percent of the emphasis in college be placed on academic subject matter with perhaps the final year only devoted to a practicum or the opportunity to 'play' radio/television station. During the three or more years of academic subjects, I would like to see a screening process which might sort people out for their respective abilities."

"A high percentage of college graduates cannot read or write or speak--yet they possess degrees! What is going on with the basics?"

INDIANA BROADCASTER'S SURVEY -- EMPLOYEES

PART III

BACKGROUND -- ATTITUDES AND OPINIONS

Information which follows is tabulated from data provided by 239 respondents who were employed by Indiana commercial radio and/or TV stations at the time of the survey.

Responses to various questions are undoubtedly influenced by age, employee category, and other factors. No effort was made to provide a bias distinction. There is no way of knowing how many of the 239 respondents were graduated from college, or how many were "successful" in their academic efforts, or how many are "successful" in commercial broadcasting. The only stipulation was that each attended college. The managers of their stations selected them to fill out and return the questionnaires. More than 60 percent of the respondents are under 30 years of age, and in excellent position to vividly recall "how it was" in college and how they believe it ought to be today. All of the respondents are in a position to offer opinions and attitudes on how they believe today's academic broadcasting program can better meet the needs of students and stations.

Data are provided by: 201 male 35 female 3 unknown

Age	Number Respondents	Percent
40 and over	34	14.2
30-39	51	21.3
25-29	89	37.2
Under 25	65	27.2

Positions	Number Respondents	Percent
Sales	62	25.9
Programming	54	22.6
News	71	29.7
Writing	12	5.0
Promotion	7	2.9
Photo/Film	5	2.1
Engineering	6	2.5
Others	8	3.3
None listed	14	5.9

COLLEGE MAJORS AND MINORS

Discipline	Major	Minor
Agriculture	1	-
Anthropology	-	1
Art (Graphic Arts/Painting/Sculpture)	3	5
Business (Accounting/Advertising/Advertising Art/ Business Administration/Business Education/ Business Management/Economics/Marketing	24	21
Biology	1	-
Education (Secondary Education)	5	1

College Majors and Minors (Cont'd.)

Discipline	Major	Minor
Engineering (Civil/Electrical/Electronics/ Industrial Management	5	-
English (English Drama/English Literature)	21	23
Foreign Language (Arabic/German/Spanish)	1	3
Geography	1	1
History (Government/Political Science/American Studies/International Relations/Mideast Studies/ Social Studies)	11	32
Mass Communications (Journalism/Public Relations/ Radio-TV/Telecommunications/Speech/Theatre)	145	71
Mathematics	-	5
Meteorology	1	-
Mortuary Science	1	-
Music Education	1	3
Philosophy	-	3
Physical Education	-	1
Physics	2	-
Pre-professional (Law/Medicine)	3	-
Printing Technology	1	-
Psychology	4	23
Religion/Theology	1	1
Sociology/Social Science	-	8
Visual Communication/Visual Design	-	2
NO MINOR AREA OF STUDY LISTED	-	41

QUESTIONS AND RESPONSES*

1. How many years of full-time experience do you have in broadcasting?

Years	Respondents
0-4	115
5-10	68
11-15	14
16-20	19
Over 21	17

2. How many different broadcasting organizations have employed you full-time?

Organizations	Respondents
1-4	204
5-8	21
Over 8	2

*The numerical order of this section is not the same as that of the original questionnaire.

3. What was your weekly gross pay for your first, full-time job in RTV-film?

Weekly Pay	Respondents
$40-50	13
50-75	38
75-100	71
100-150	78
150-200	21

4. What years did you attend college?

Years	Respondents
Before 1940	7
1940-50	14
1951-60	31
1961-70	120
1971-74	59

5. Has your college education benefitted you in your broadcasting career?

No benefit	7
Little benefit	26
Some benefit	115
Great benefit	88

6. Have your college broadcasting courses benefitted you in your broadcasting career?

No benefit	30
Little benefit	49
Some benefit	82
Great benefit	49

7. Did your broadcasting courses help you obtain your first full-time job in RTV?

No help	68
Little help	32
Some help	62
Great help	14

8. Did your university/college placement service assist you in obtaining your first full-time job in RTV?

No help	210
Little help	7
Some help	9
Great help	2

9. Did your radio-TV department or professors assist you in obtaining your first full-time job in radio-TV?

No help	145
Little help	19
Some help	27
Great help	14

10. At what age did you obtain your first full-time radio-TV position?

Under 25	187
25-29	34
30-39	17

11. Which of the following areas provided you with your first full-time position after leaving college?

Radio	118
TV	64
Teaching	9
Ad Agency	6
Newspaper	5
Cable TV	1

Other positions included: Transportation, funeral director, college placement service, administrative, Agriculture Extension Service, U. S. Military, public relations, theatre, Ministry, retailing, news wire, contractor, specialty sales, film company, college RTV staff, Midwest Pgm Airborne TV Instruction.

12. Which of the following areas most closely represents your first full-time position in RTV-film?

Media	Market Size 1st 50	2d 50	3rd 50	Over 150
AM Radio	22	12	21	34
FM Radio	9	3	2	10
TV	24	19	10	13
AM-FM	7	1	5	18
AM-FM-TV	4	8	5	5
TOTALS	66	43	43	80

NOTE: Other positions included one respondent each in cable TV, Public Broadcasting, instructional TV, and educational TV. Three others indicated "first positions" in advertising agencies.

13. Looking back on your college RTV program how would you rate it in relation to the needs of a broadcasting station?

Excellent	7
Very good	19
Good	42
Fair	67
Poor	35
Very poor	15

14. Evaluate your college RTV-film facilities on the scale of "1 to 6" with "1" being very poor and "6" being very good.

Very poor	1	15
	2	28
	3	39
	4	26
	5	31
Very good	6	15

15. Where student use of RTV-film facilities are concerned, evaluate the availability of those facilities with "1" being "seldom available" to "6" being available every day while school was in session.

Seldom available	1	27
	2	36
	3	23
	4	26
	5	38
Available every day	6	29

16. Which of the following best describe your feelings about working in the broadcasting industry?

a. Enjoy it very much.	168
b. Enjoy it at present but not for a lifetime job.	17
c. Intend to make it my lifetime work.	83
d. Disappointed and plan to leave.	2

17. Which of the following would best express management's reaction to RTV-film courses taken by you during your college education?

a. "That's fine. Should be helpful."	63
b. "Forget what you've been taught. We'll train you the right way."	23
c. No specific comment but negative toward college RTV-film programs.	21
d. No specific comment but positive toward college RTV-film programs.	57

18. Which of the following recommendations would you have for a close friend or a son or daughter who is interested in a broadcasting career?

	Recommend	Do Not Recommend	Strongly Recommend
a. Do not go to college but instead select one of the "broadcasting" schools.	7	216	-
b. Select a college with a strong broadcasting program, based on faculty, facilities, and alumni recommendation.	97	15	112
c. Select any good college, whether or not it has a broadcasting program.	41	157	15
d. Do not take any broadcasting courses at all, but major in areas such as business, political science, psychology, sociology, etc.	23	183	14
e. Specialize in one or two specific areas such as announcing, news, sports, sales, etc.	58	142	22
f. Specialize in radio, all areas.	67	128	25
g. Specialize in television, all areas.	63	113	33
h. Do not specialize in any area but try to obtain an overall broadcasting education with as much practical experience as possible.	67	27	132

19. Which of the following recommendations would you have for improving the broadcasting graduates of college/university academic programs?

a. Part-time paid teaching by local or area professional broadcasters in their specialties.	72	6	147
b. Encourage faculty members to develop expertise by working part-time at a local or area station.	104	41	75
c. Encourage faculty members to maintain closer relationship with local and area stations by periodic visits.	92	12	117
d. Colleges should place higher priority on commercial experience when hiring new faculty.	86	10	127
e. An internship program for students requiring 10-16 weeks in full-time attendance at a commercial station at no pay but for credit. Similar to student-teaching programs.	58	9	158

20. A carrier-current radio station is one of those extra curricular activities which is available on many college and university campuses. Where such a station is concerned express your opinions.

	Recommend	Do Not Recommend	Strongly Recommend
a. At least one carrier current station should be available to RTV students.	109	2	112
b. Such a station should be operated, as nearly as possible, as a regular commercial operation, with the same rules, regulations (FCC, NAB) and freedom.	65	5	157
c. It should be operated totally by students <u>without</u> faculty supervision.	18	183	14
d. It should be operated by students <u>with</u> faculty supervision.	117	25	76
e. It should be operated on a basis of 18 hours per day.	128	28	56
f. Should rotate staff assignments as much as possible so as to provide a great variety of experience.	96	13	116
g. Should be available only to radio-TV-film majors and minors.	65	93	33
h. Should be available to freshmen as well as upper classmen.	108	17	99
i. Should have facilities equal to or superior to the average local commercial station.	114	40	56
j. A commercially operated carrier current station is absolutely necessary in order to provide commercial experience for the average college student.	86	69	56
k. Should be financially self-supporting.	114	55	46
l. Station income should provide for limited number of paid positions if possible.	128	44	46

21. QUESTIONS 13 AND 14 asked respondents to evaluate the emphasis placed in certain areas by their broadcasting programs then to place their own emphasis upon the same areas based upon what they had learned as broadcasters. The questions were, "Rank the following areas in importance as you recall them from being emphasized by your college broadcasting program;" and, "Knowing what you do about broadcasting at this stage of your career, if you could organize your own broadcasting program, rank the same areas with the emphasis which you believe would be most beneficial over the long haul to a student of RTV-film." Fifteen areas of emphasis were included and the rankings were added and divided by the number of respondents to obtain an average ranking for each area in each question.

Areas of Emphasis	Ranking* Emphasized by College	Respondents	Ranking* as Broadcaster Would Emphasize	Respondents
Programming	5.4 (4)	121	4.6 (3)	191
Sales	8.2 (10)	106	5.1 (4)	181
News	5.7 (5)	127	5.6 (5)	182
Audience Research	8.2 (10)	103	6.6 (8)	170
History	5.2 (3)	125	9.2 (12)	144
Film	8.3 (11)	104	8.5 (10)	147
Radio Production	4.1 (1)	134	6.0 (7)	179
TV Production	4.1 (1)	129	5.8 (6)	173
FCC Regulation	5.4 (4)	119	5.6 (5)	182
Theory	5.0 (2)	125	8.7 (11)	150
Commercial Station Operation	7.7 (9)	109	4.2 (2)	192
Non-commercial Sta. Opr.	7.2 (8)	112	9.7 (13)	135
Social Responsibility	6.7 (6)	112	7.6 (9)	172
Practical Experience	7.1 (7)	120	3.7 (1)	197
Broadcast Engineering (leading to a 1st Class radiotelephone license)	10.8 (12)	93	10.5 (14)	146

*Numbers in parenthesis indicate the ranking of the average rankings.

The following are brief titles representing courses which may be available in various radio-TV-film programs. Scan the listings and rate the value of each course as you perceive it with "1" being very poor and "6" being very good.

COURSE TITLES	RESPONDENTS	RATING
General Psychology	194	4.6
Advanced Psychology	190	4.3
Principles of Sociology	191	4.2
American Nat'l Government	191	4.8
State and Local Government	192	5.2
World Regional Geography	188	3.6
Introductory Meteorology	187	3.0
Social Problems	191	4.7
Foreign Language	190	3.4
Accounting	190	3.5
Consumer Behavior	193	4.5
Principles of Marketing	194	5.2
Data Processing	189	2.9
Retail Management	191	4.1
Interpreting Business Data	191	4.0
Principles of Economics	191	4.5
Radio Sales	193	5.6
Television Sales	194	5.6
Creating Radio Commercials	193	5.6
Creating TV Commercials	193	5.7
RTV Sales Promotion	191	5.6
Audience Research	192	5.3
Public Relations	193	5.5
TV News Film Production	193	5.2
Shooting and Editing Film	192	5.3
Film Censorship	192	4.1
Film Directing	192	4.8
Station Management	193	5.6
Acting	191	3.5
Oral Intrepretation	191	5.0
Debate	193	4.2
Radio Programming	194	5.6
TV Programming	192	5.7
Broadcasting History	193	4.7
Film History	192	3.7
Remote Broadcasting	193	4.5
Announcing	194	5.3
Phonetics	193	4.7
Commercial Station Operation	194	5.9
Radio News Reporting	194	5.6
TV News Reporting	194	5.6
Creating the Documentary	193	4.7
FCC Rules and Regulations	193	5.8

(Course title ratings, cont'd.)

COURSE TITLES	RESPONDENTS	RATING
Play-by-Play Sports	194	3.9
International Broadcasting	191	3.4
Social Responsibility	191	4.9
Dramatic Writing	194	3.5
Commercial Writing	191	5.3
News Writing	191	5.6
Radio Production	192	5.5
TV Production	190	5.8
TV Directing	191	5.3
Graphic Arts	193	4.1
Public Affairs Programming	191	4.8
Broadcast Engineering	190	3.7

THE FIFTEEN HIGHEST RATED COURSE TITLES

5.9 Commercial Station Operation
5.8 FCC Rules and Regulations
TV Production
5.7 TV Programming
Creating TV Commercials
5.6 Radio Sales
Television Sales
Creating Radio Commercials
RTV Sales Promotion
Station Management
5.6 Radio Programming
Radio News Reporting
TV News Reporting
News Writing
5.5 Public Relations
Radio Production

THE FIFTEEN LOWEST RATED COURSE TITLES

2.9 Data Processing
3.0 Introductory Meteorology
3.1 Play-by-Play/Sports
3.3 Advanced Psychology
3.4 Foreign Language
International Broadcasting
3.5 Accounting
Acting
Dramatic Writing
3.6 World Regional Geography
3.7 Film History
Broadcast Engineering
4.0 Interpreting Business Data
4.1 Retail Management
Film Censorship
Social Responsibility of Br.
Graphic Arts

Before a student is committed to a major in college leading to a career there are certain questions which ought to be considered. How many weekly work hours are involved? What pay may be expected for the "first job"? How long does it take to advance? Which "area" within the career seems to offer the better opportunity? By combining information from several questions it is possible to provide a certain amount of guidance for students and their faculty.

SALES POSITIONS

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 40 OR OVER					
Salesman	50-55	$ 40-50	$ 300+	19	$15,600+
Salesman	35	100-150	300	16	15,600
Salesman	35	100	325	21	16,900
Salesman	60	65	400	20	20,800
Sales Manager	40	75-100	400	18	20,800
Salesman	64	200+	400	13	20,800
Sales Manager	50-55	40-50	450	22	23,400
Salesman	45-50	50-75	500	21	26,000
Salesman	30-40	100-150	500	18	26,000
Sales Manager	35-60	50-75	540	18	28,080
Sales Manager	60	200+	600+	10	31,200+
Sales Manager	40+	50	600+	20	31,200+
Sales Manager	45	50-75	670	24	34,840
Sales Manager	40+	50-75	900	22	46,800
Sales Manager	40-50	50-75	-	15	-
AVERAGES	46.6	$90.33	$491.78	18.5	$25,572.85
AGE 30 TO 39					
Salesman	40-50	$ 75-100	$ 134+	15	$ 6,968+
Sales Manager/Prod	50	100-150	160	3	8,320
Salesman	35-40	100-150	150-200	2	9,100
Salesman	50	200+	250	-	13,000
Sales Manager	40-60	150-200	250+	5	13,000+
Sales Mgr/Talent	50	75-100	250-350	11	15,600
Salesman	50-70	200+	250-400	1	16,900
Salesman	50	75-100	375	16	19,500
Salesman	45	75-100	375	8	19,500
Sales Manager	40-70	50-75	385	15	20,020
Sales Manager/Talent	46	40-50	415	14	21,580
Salesman	40	150-200	480	7	24,960
Salesman	65	200+	495	3	25,740
Sales Manager	60	150-200	500	6	26,000
Sales Manager	50-65	50-75	800	19	41,600
Salesman	40-50	75-100	-	9	-
AVERAGES	50.5	$123.90	$361.26	8.9	$18,785.86

NOTE: Where two figures are given the mid-point was chosen to compile averages.

(Sales Positions, cont'd)

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 25 TO 29					
Sales/Copywriting	40	$ 75-100	$ 75-100	2	$ 4,550
Salesman	50	100-150	110+	3	5,720+
Salesman	40-45	75-100	100-150	6	6,500
Salesman	40-45	150	150	1	7,800
Sales Manager/Talent	40-50	75-100	175-200	5	9,750
Salesman	50-60	100-150	200	4	10,400
Salesman	40	150-200	200	1	10,400
Sales Manager	50	75-100	200	9	10,400
Salesman	40+	150-200	200	1	10,400
Salesman	40	150-200	200+	2	10,400+
Salesman	55-60	100-150	200-250	5	11,700
Salesman	50	100-150	250+	4	13,000+
Salesman	70	200+	240-300	2	14,040
Sales Manager	60	100-150	300+	3	15,600+
Sales Manager	40-50	100-150	325	5	16,900
Salesman	40+	75-80	346	5	17,992
Salesman	45-55	150-200	365	2	18,980
Sales Manager	50	75-100	300-450	6	19,500
Salesman	40	100-150	350-450	5	20,800
Salesman	50-60	100-150	500	3	26,000
Salesman	45-50	100-150	500-600	5	28,600
AVERAGES	48.1	$128.09	$265.04	3.8	$13,782.47
AGE UNDER 25					
Sales/Talent	40-50	$ 50-75	$ -	5	$ -
Sales/Talent	40-50	75-100	75-100	1	4,550
Sales Manager/Talent	60	100-150	90+	1	4,680+
Salesman	60-70	100-150	110+	1	5,720+
Salesman	40	75-100	200	3	10,400
Salesman	50	75-100	200	4	10,400
Salesman	45	150-200	200+	1	10,400+
Salesman	40-50	200+	200+	1	10,400+
Salesman	40	150-200	175-250	2	11,050
Salesman	60-65	100-150	100-150	5	18,200
AVERAGES	49.5	$125.00	$183.33	2.4	$9,533.33

TOTALS 59 sales employees earn $1,015,014 per year.

AVERAGE $17,203.62 per employee

PROGRAMMING POSITIONS

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 40 OR OVER					
Program Director	50	$ 32	$190	32	$ 9,880
Program Director	42-48	40-50	228	33	11,855
Program Director	40-50	50-75	300	21	15,600
Program Director	45	75-150	-	22	-
Program Director	40	50-75	400	22	20,800
AVERAGES	45	$62.90	$279.50	26	$14,533.75
AGE 30 TO 39					
Pgm Dir/Chief Anncr	45+	$ 75-100	$160	6	$ 8,320
Assoc Prod/Programmer	40	75-100	175	7	9,100
Program Director	40	150-200	150-200	6	9,100
Floorman/Director	35	75-100	185	4	9,620
Pgm Dir/Music Dir/Anncr	48	75-100	190	10	9,880
Operations	45	50-75	210	8	10,920
Program Director	40+	100-150	250+	9	13,000+
Pgm Dir/Prod Mgr	40	50-75	250	13	13,000
Pgm Dir/Prod Mgr	40+	50-75	275	8	14,300
Program Director	40	40-50	300	22	15,600
Program Director	65	75-100	438	16	22,776
Program Director	50	-	-	16	-
Program Director	50	50-75	-	9	-
Pgm Dir/Prod Mgr	60	50-75	-	15	-
AVERAGES	45.4	$84.23	$237.09	10.6	$12,328.72
AGE 25 TO 29					
Production Director	40	$ 50-75	$ -	6	-
Pgm Dir/Promotion Mgr	40+	75-100	100	1	$ 5,200
Announcer/Production	42	100-150	100-150	1	6,500
Director	50	75-100	150	3	7,800
Announcer	48	100-150	165	2	8,580
Pgm Dir/Announcer	43	50-75	175	5	9,100
Dir Prog/Dir Operations	40-50	50-75	150-200	6	9,100
Announcer	40	75-100	185	6	9,620
Talent	40-45	75-100	200	2	10,400
Asst Pgm Dir/Anncr	65	50-100	200+	2	10,400+
Production Manager	40-50	100-150	200+	8	10,400+
Pgm Mgr/Promotion Mgr	55	75-100	225+	5	11,700+
Pgm Mgr/Anncr/Prod	45	75-100	225	5	11,700
Anncr/Producer	40	100-150	246	7	12,792
Operations Manager	60	150-200	250	4	13,000
Operations Manager	80+	75-100	275	9	14,300
Pgm Mgr/Talent	25	150-200	300	5	15,600
Operations Mgr/Prod Mgr	80+	75-100	300	6	15,600
Asst Mgr/Pgm Dir	40+	150-200	327	7	17,004
AVERAGES	48.3	$103.29	$212.38	5.3	$11,044.22

(Programming Positions, cont'd)

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE UNDER 25					
Director	40	$ 50-75	$ 70	1	$ 3,640
Music Director	50-55	100-150	115	1-	5,980
Floorman	40	100-150	120	2	6,240
Anncr/Music Director	44	75-100	125	1	6,500
Pgm Dir/News Director	50	75-100	125	1	6,500
TV Production	40	75-100	130	1	6,760
Anncr/Production	44	100-150	135	2	7,020
Program Director	50+	50-75	150	6	7,800
Assistant Manager	55-60	100-150	150+	1	7,800+
Program Director/Music	46	75-100	155	5	8,060
Announcer	44	50-75	150-200	6	9,100
Announcer	40	100-150	180	3	9,360
Program Director	40-50	75-100	190	5	9,880
Announcer	60	100-150	200	1-	10,400
Operations Manager	40-50	100-150	200	2	10,400
AVERAGES	46.5	$98.33	$148	2.5	$7,696

TOTALS 48 programming employees earn $507,787 per year.

AVERAGE $10,583.06 per employee

AGE 40 OR OVER		NEWS POSITIONS			
News Person	40	$ 50-75	$ 165	24	$ 8,580
News Person	40	30	-	27	-
News Director	50+	50-75	-	19	-
News Director	40+	75-100	-	20	-
News Director	50-60	75-100	-	5	-
Farm Director	40+	100-150	-	26	-
Farm Director	50	32.50	300+	37	15,600+
Sports Director	40-65	34	350	33	18,200
AVERAGES	45.9	$63.93	$271.65	23.9	$14,126.66
AGE 30 TO 39					
News Director	50-60	$100-150	$ -	12	$ -
News Director	40	50-75	160	8	8,320
News Person	40	75-100	185	4	9,620
News Person	40	50-75	186	15	9,672
News Dir/Reporter/Talent	45	150-200	200	3	10,400
News Dir/Comm Aff Dir	54	75-100	200+	6	10,400+
News Director	50-55	75-100	220	8	11,440
News Dir/Pub Affairs	40	200+	225	2	11,700
News Person	50+	50-75	230	16	11,960
Meteorologist	30-35	200+	250	1	13,000
News Person	45-50	100-150	300	6	15,600
News Director	60	40-50	350	16	18,200
News Director	50-60	75-100	350	12	18,200
News Dir/Sports Dir	30-60	75-100	500	16	26,000
AVERAGES	46.9	$106.78	$258.15	8.9	$13,424

(News Positions, cont'd)

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 25 TO 29					
News Director	52	$ 75-100	$ -	9	$ -
News Director	40-45	100-150	-	8	-
News Dir/Announcer	40	75-100	125	3	6,500
News Person	40-45	75-100	140	3	7,280
News Dir/Reporter	44	50-75	150	9	7,800
News Person	40-55	100-150	155	3	8,060
News Person	40-60	100-150	160	4	8,320
News Dir/Photographer	40	100-150	160	4	8,320
News Director	40-50	75-100	165	4	8,580
News Director	44+	75-100	165	8	8,580
News Dir/Anchor	40	100-150	175	4	9,100
News Director/Sports	38-42	50-75	175	7	9,100
News Person	40-50	100-150	150-200	2	9,100
News Person	40	100-150	150-200	4	9,100
News Dir/Meteorologist	40	75-100	180	5	9,360
News Person	55-70	75-100	195	7	10,140
News Person	40+	100-150	200	4	10,400
News Dir/Prod Super	40-45	75-100	200	-	10,400
News Dir/Pub Aff Dir	40+	100-150	200+	3	10,400+
News Dir/Sports	45	100-150	205	6	10,660
News Director/Anchor	40-45	150-200	215	2	11,180
News Person	41	100-150	225	7	11,700
News Person	45	150-200	250+	3	13,000+
News Dir/Exec Prod	45-50	100-150	270	4	14,040
News Director	50	75-100	275	7	14,300
News Dir/Prod/Anncr	40-50	100-150	283	6	14,716
AVERAGES	44.4	$117.79	$192.42	5.1	$ 10,005.66
AGE UNDER 25					
News Director/DJ	30-38	$ 75-100	$ 60	4	$ 3,120
News Dir/Tal/Prod/Wrtr	44	75-100	75-100	1	4,550
News Person	40	100-150	100	2	5,200
News Dir/Public Affairs	44	100-150	118	1	6,136
News Person	45	100-150	125	2	6,500
News Person	40	100-150	125	1	6,500
News Dir/Producer	44	100-150	125	3	6,500
News Person	40+	75-100	125	2	6,500
News Person	40	100-150	125	2	6,500
News Person	40+	100-150	100-150	1	6,500
Public Service/News	48	100-150	100-150	1	6,500
News Director	40	100-150	140	1-	7,280
News Person	40	100-150	140	2	7,280
News Person	44	100-150	143	2	7,436
News Person	40+	75-100	150	2	7,800
News Director	-	50-75	150	3	7,800
News Person	43	75-100	157	1	8,164
News Person	50	100-150	160	1	8,320
News Person	40-45	100-150	170	2	8,840
News Director/Anchor	40	100-150	165-185	1	9,100
News Director	45	150-200	180	2	9,360
News Director	70	-	240	6	12,480
News Person	60-65	100-150	300	3	15,600
AVERAGES	44.4	$115.90	$145.45	2	$7,563.74

(News Positions, cont'd)

TOTALS 70 news employees earn $630,994 per year.

AVERAGE $9,014.20 per employee.

WRITING POSITIONS

NO RESPONDENTS OVER 40

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 30 TO 39					
Writer	40	$100-150	$ 135	1	$ 7,020
Writer	44+	50-75	150	14	7,800
Writer	40	100-150	230	4	11,960
AVERAGES	41	$104.17	$171.66	6.3	$8,926.66
AGE 25 TO 29					
Writer	40	75-100	105	1	5,460
Writer/Spl Pgms Mgr	45	100-150	165	3	8,580
Writer	40	100-150	187	5	9,724
Writer/Traffic Dir	60	50-75	200	7	10,400
AVERAGES	46	$100	$164.25	4	$8,541
AGE UNDER 25					
Writer/Prod/Bookkeeping	40	75-100	80	1-	4,160
Writer	35	75-100	100	1-	5,200
Writer	40-45	100-150	100-150	2	6,500
Writer	44	200+	210	1	10,920
Writer/Traffic	40	75-100	-	3	-
AVERAGES	40	$117.50	$128.75	1.6	$6,695

TOTALS 11 writing employees earn $87,723.99 per year.

AVERAGE $7,974.90 per employee

PROMOTION POSITIONS

NO RESPONDENTS OVER 40, OR 30 TO 39

AGE 25 TO 29					
Promotion	40	$ 75-100	$115	4	$5,980
Promotion	50	150-200	175	3	9,100
Promotion	55	50-75	290	4	15,080
Promotion	44	75-100	-	4	-
AVERAGES	47	$103.13	$193.33	3.7	$10,053.33

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE UNDER 25					
Promotion	40-50	100-150	115	1	5,980
Promotion	50	100-150	125	1-	6,500
Prom/Pub Rel/Anncr	45-50	150-200	220	3	11,440
AVERAGES	46.8	$141.66	$153.33	1.6	$7,973.33

TOTALS Six promotion employees earn $54,080 per year.

AVERAGE $9,013.33

PHOTOGRAPHY AND FILM EDITING

NO RESPONDENTS OVER 40

AGE 30 TO 39					
Film Editor	40	$ 75-100	$ 90	1-	$ 4,680
AGE 25 TO 29					
Chief Photographer	40	75-100	200	7	10,400
AGE UNDER 25					
Photographer	40+	100-150	100-150	3	6,500
Photo/D'krm/Lgtng/Cam	40+	75-100	130	1	6,760
News Photographer	45-55	200+	220	2	11,440
AVERAGES	42	$117.50	$153	2.8	$7,956

TOTALS Five photo and film editing employees earn $39,780.

ENGINEERING POSITIONS

AGE 40 AND OVER					
Chief Engineer	45	$100-150	$300	20	15,600
AGE 30 TO 39					
Chief Engineer	-	75-100	131	14	6,812
AGE 25 TO 29					
Chief Engineer	-	75-100	200	6	10,400
Engineer	40	150-200	207	1	10,764
AGE UNDER 25					
Engineer	40	100-150	100-150	1	6,500
Engineer	40	75-100	189	5	9,828
AVERAGES	41	$114.58	$192	7.8	$9,984

TOTALS Six engineering employees earn $59,904 per year.

OTHER POSITIONS

Position/Age	Hrs per Week	Weekly Pay 1st Job	Weekly Pay Current	Yrs Exp	Yearly Salary
AGE 40 AND OVER					
Secretarial	40	$ 50-75	$145	20	$7,540
Personnel/Pub Rel Dir	40+	50-75	267	25	13,884
AGE 30 TO 39					
Business Manager	40+	50-75	329	17	17,108
Controller	-	100-150	248	6	12,896
AGE 25 TO 29					
Executive Sec/Office Mgr	40	75-100	-	4	-
Graphics	40	200	269	1	13,988
Graphics	40	100-150	100-150	1	6,700
AGE UNDER 25					
Traffic	40	75-100	75-100	4-	4,524
Traffic	40-50	100-150	105	1	5,460

PART IV

COMMENTS ON QUESTIONS -- BY EMPLOYEES

More than thirty pages of comments were received. Many of them expressed the same concerns. Where possible, different opinions were selected. They are presented without comment from the writer and related to various questions as indicated.

QUESTION 5 was addressed to the matter of assistance from a department or professor(s) in obtaining a job. One respondent said, "They were so wrapped up in their worlds I didn't bother to approach them." Others said that a position opportunity was posted on a bulletin board or announced in class.

QUESTION 6 concerned assistance from the college placement office. Some stated that they had not requested assistance. Others said the service was no help at all. One said, ". . . They told me they wouldn't help unless I got my hair cut."

QUESTION 13 AND 14 provoked considerable response and most centered around the area of practical experience.

"I think as much practical experience should be available as possible, i.e., campus station experience."

"There's simply no substitute for practical experience."

"Theory courses, no! Practical experience (news reporting, writing, editing classes)--tremendous."

"Less emphasis on theory--more practical experience."

"Practical experience is first in all areas."

"Nothing can replace practical experience."

"In connection with film, TV production, practical experience, and news the use of mini-cams should be strong since they are the coming thing in TV news and special events coverage. They also have commercial production application potential."

QUESTION 15 involved an assessment of management attitude toward RTV courses. Respondents found management positive but provided numerous comments.

"They regard it as helpful but usually lacking in the reality of deadlines and 'short-cut' techniques learned in the 'real world'."

"Never a comment either way. Mostly interested in quality and quantity of output, not in amount of education or ability."

"Learning the business comes from taking the knocks of the business."

"Could be helpful, but not applicable to the 'real world'--RTV grads too idealistic."

"Colleges just don't hit the true target concerned with commercial radio."

"If you are qualified you get the job. Experience is what counts."

"Not so much reaction to courses taken compared to what you've done, e.g., 'Have you covered any council meetings, etc.?'"

"Students should remember that what is learned doesn't fit every station--each is run differently."

"The degree is more beneficial than the education."

"Need some background to build on, but broad background is better than specialized."

"College RTV should get out of the shell and into the real world."

QUESTION 18 requested information on availability of radio-TV-film facilities. A frequent comment was that radio facilities were generally available but that TV facilities were seldom available for practice and extra work.

QUESTION 23 was directed toward job satisfaction. A large majority enjoyed RTV work.

"I will be in broadcasting in some way 'til the day I die."

"After this everything else would be pretty dull."

"Enjoy news because it is never the same routine. Also find it fulfilling because of the importance it has in the community and the industry."

"It's great! Especially sales. That's where the money is."

"I like it as a career, but there is a lot of 'Mickey Mouse' B.S. that goes on in every station from Management right on down to 'prima donna' jocks. It takes some getting used to, I guess."

"I enjoy it now, but as for the future, I'm not sure."

"A job is a job is a job--after initiating myself in what I hoped would develop into a fantastic career--that's my reaction."

"Like the work but there is no security in broadcasting."

"Need to work at other stations to decide whether it will be lifelong work."

"It's still very exciting."

"Most satisfying occupation I can think of. Very rewarding."

"Enjoy it, however need some more time to evaluate my future."

"Good! But most newsmen are the biggest egotists I've ever encountered. Too much cockiness in the field. Too much apathy among news directors."

SEVERAL COMMENTS stated that the job was enjoyable but the pay was low. Another said that it was "Extremely difficult, tiring, and nerve-wracking work."

AN IMPORTANT COMMENT by a newsman stated, "Enjoy it very much--but concerned about the future."

QUESTION 27 requested advice for a friend, son or daughter, interested in preparation for a broadcasting career. The comment most frequently made involved part-time experience while a student.

"Work commercially in broadcasting while attending school."

"Take any part-time RTV job you can get even remotely connected to the area."

"Try to find a commercial broadcasting job while in school."

"Make sure college has practical experience available."

"Learn as much as possible about agency and public relations work."

"Get your mouth on the air as soon as possible!"

OTHER COMMENTS included advice aside from practical experience:

". . . It is not the subject or major area that is of great importance, but it is how you can apply your general education to your job--covering many

areas such as business, political science, history, etc."

"Major in some area such as business, political science, etc., and minor in broadcast or journalism and get as much work experience as possible."

"Take broadcast courses plus a strong area of history, business, etc."

"Balance strong Liberal Arts (sciences, humanities, etc.) with strong broadcast curriculum."

"Study areas such as business, political science psychology, sociology, etc., with broadcasting courses. Do not neglect English grammar."

"Speech, ability to communicate, broad understanding of life, of meaning of social change paramount to any other preparation."

One respondent suggested that one should major in an area other than broadcasting, then take ". . . a broadcasting and/or speech minor as well as a good background in English literature and composition." Others suggested a similar arrangement.

QUESTION 28 on campus carrier current disclosed approval of such an operation by all but two respondents. There were numerous comments.

"Students should make final decisions after faculty advice--General Manager, student; Board of Directors, faculty."

"This can be a very important 'job' on a resume."

"It should not be over-estimated in providing education. Classroom education is still important."

"Varied experiences should be emphasized, plus the battle for the advertising dollar of radio vs. newspaper really should be emphasized. If our colleges don't produce advocates of radio vs. newspaper, who else will? Radio vs. newspaper especially in small market is extremely important."

"Should be operated completely as a business as it is in real life, with a full staff of officers. Perhaps it could be self-supporting, as a legal separate corporation and even rent space from the university."

"If not for ____ I would not be in radio sales at this time. When I began working there I had never considered radio as a career. After . . . a month I changed my areas of study and concentrated on radio."

"I worked at a carrier current station at ____. Had it not been for that

experience there is virtually no way I could have competently walked into a station and performed a DJ program the first day on the job."

". . . Good production experience but should be accompanied by sales staff."

"Set up carrier station and drop the curriculum! Carrier was my first full-time job!"

". . . Don't give it the position of being just like a commercial station. Make it harder on the students so they learn in an environment that is less than ideal."

"Should receive help (financial) from university and commercial stations and not be hindered by the same things that often prohibit commercial stations from being innovative."

"I think it is important to have as much up-to-date equipment as possible."

"Without a carrier current station a student cannot get the practical experience he or she needs. . . too much emphasis is put on learning RTV in books . . . The only way a student can really learn is to--DO IT! A carrier current station is one way to DO IT!"

"I . . . was moved to take RTV courses because of just such a station. No course could be as important!!"

"No amount of classwork can replace actual commercial RTV experience--employers want experience when hiring and will hire the graduate who has it."

QUESTION 29 requested recommendations for improving college RTV instruction. The response to an internship program as a requirement for RTV-film majors was the most strongly recommended of the suggestions offered. Most comments were positive but there were questions raised for consideration.

"Be competitive in recruiting qualified faculty--even more so that (when recruiting) the football coach."

"Frequent visits by broadcast people to discuss working the business and question and answer sessions."

". . . Very few good commercial stations want to waste time with even the most minimum training for an employee who is expected to terminate in three to four months."

"We have that (internship program) and it is the best idea yet."

"Broadcasting is a business and should be taught that way. Advertising techniques should be strongly emphasized."

"We have used interns for one year, primarily in news, and have found them to be fairly effective as reporters and continuity writers."

"Too often interns are shafted into doing jobs of little real value, or are not properly trained, or provide a cheap market that depresses income."

"Be highly selective in hiring local professionals. Just because they're on the air doesn't necessarily make them up-to-date or good."

QUESTION 30 was directed to a critical area. There is a high rate of job turnover in broadcasting. What happens to those who leave radio-TV?

Numerous areas were quoted as job opportunities as a result of having been a broadcaster. Included were advertising agencies, public relations, "anything in sales," political press, wire services, newspaper, government, station sales representative staff, audio recording, teaching, politics, corporate advertising, writing, cable TV, "any type of film production work," personnel, and "anything electronic."

The most frequently mentioned areas were ad agencies, sales, and public relations. The assumption is that they do not intend or desire to move to another radio or TV organization. One respondent spoke with some degree of security, saying, "Since my education and experience is in accounting, I am not now or have I been restricted to any particular field."

PART V

A SUMMARY

There are many positive aspects of RTV academic programs which have been expressed by the 320 broadcasters who have participated in this survey. There are also numerous reasons to regard RTV as a strong and growing industry in mass communications, BOTH radio and TV, and worthy of preparation and study for a career.

RTV employees like the business! There may be disappointments with a particular station, manager, or situation, but generally they are enthusiastic. The writer toured station facilities with managers, owners, engineers, program directors, announcers, office managers, secretaries, sales staff, news staff, etc. Nearly all appeared proud to be a part of the station, be it radio or TV, large or small market, or old or new facilities. They were positive in their apparent attitudes about broadcasting.

Managers and employees also have a positive attitude toward college education. Some 88 percent of managers and 86 percent of employees claim "some" to "great" benefit from college. But they have less respect for college RTV programs. Some 63 percent of 185 employee respondents regard their college RTV programs as "fair" to "very poor" when related to the "needs" of a broadcasting station.

The majority of managers reacted positively when asked to express their "attitude" toward RTV courses taken by their employees. More than 80 percent considered such courses "helpful" or considered themselves "positive" toward college RTV courses.

Departments, professors, and placement services are doing a poor job in assisting students toward finding jobs. RTV programs are doing a poor job in dealing with sales, the business of broadcasting, and FCC Rules and Regulations.

RTV programs are generally poor in providing practical experience. Over and over again it is stated that theory, without practical experience, is a waste of time.

One manager deplored the average student's ineptness in knowing how to apply for a job, how to prepare résumés, write letters, and even how to shake hands with a prospective employer.

A commercial carrier current operation is overwhelmingly recommended. One respondent wrote,". . . I was graduated from ____ . . . The simple reason I went there was for the practical experience opportunities. . . When I was interviewing for jobs. . . most station managers didn't care about my college education, just my practical experience. You can't stress it enough."

Indeed, managers rank experience ahead of education but behind responsibility/attitude, talent, and initiative. A carrier current operation, using the guidelines from this study, can provide much needed experience

in all areas of station operation.

Radio offered the first "full-time" RTV position to 58 percent of some 232 employee respondents. This contrasted to 31.5 percent who began in TV. More than 34 percent started in markets smaller than 150 compared with 28 percent who began in the top 50 markets.

Tables devoted to full-time positions, openings for the past two years in those positions, and similar information for part-time jobs, are intended to provide direction for an academic program. The same is true for salary tables for employees. Faculty should be in a position to develop courses and course content to meet opportunity. Students should be able to choose a direction with some evidence of a future worthy of the requirements in higher education.

More than 1,000 job openings have been available over the past two years--819 full-time and 206 part-time. The tables indicate the types of position and staff-size of stations where job opportunities occurred.

One radio station manager told the writer that his top salesman would earn about $34,000 for 1974. Top news persons in select anchor positions, earn from $30,000 to $40,000 per year in the Indianapolis market. Comparable sales positions pay as much or more--for more people.

Pressures are great! Salesmen must produce sales. News anchor persons must produce ratings. Pay for all is relative. It depends upon station policy, upon the job, market size, experience, and how a person produces. This is true for all positions. The tables indicate that, generally speaking, those with the most experience get the most money.

During the survey time the writer witnessed one of the first on-the-air uses of a "mini-cam" video tape unit for an Indiana TV station. The station has since purchased the equipment and is using it daily.

Another TV manager indicated that he had ordered three "mini-cams" and intended to phase out his 16mm film use for news as soon as the units became operational. His yearly film and chemical budget was in the vicinity of $30,000, and he planned to recover his investment in less than three years.

The appearance of "mini-cam" video tape equipment presents another adjustment problem for radio-TV academic programs as the emphasis shifts from film to video tape in TV news operations. Some Indiana TV stations report shooting more than 500,000 feet of film per year. A shift to "mini-cam" units will effect a major change in the news-film area.

One respondent said, "Cruel George Bernard Shaw said, 'Those who can--do. Those who can't, teach.' Anyway, I believe that the higher income plus the wider experience makes the veteran broadcaster the best teacher--and probably the most interested."

Both employees and managers urged colleges to solicit part-time teaching by local or area broadcasters. They recommend that faculty maintain a closer relationship with commercial stations, that colleges place a higher priority on commercial experience when hiring new faculty, and a required internship program for all RTV majors similar to student teaching programs.

When asked to choose courses which might be offered in RTV programs the managers and employees made the same choices in a majority of cases.

The 15 highest rated courses found agreement on all but four. Managers placed a higher priority on announcing and commercial writing. Employees found more favor with radio production and TV production.

There was less agreement on the lowest rated courses but in ten cases their choices were identical.

Some of the most revealing information was the employee ranking of "emphasis" by their college RTV courses and programs as compared to how "it should be" ranked today. Radio and TV production courses dropped from a tie for the "highest emphasis" to 6th and 7th. Practical experience was ranked first with commercial station operation second. Theory dropped from 2nd to 11th.

HISTORY DROPPED from 3rd to 12th. This may come as a shock to those who have emphasized history of broadcasting. It should be pointed out that, where course ratings are concerned, managers give a much higher value to history than do employees.

RECOMMENDATIONS.--It would seem that the collective talents of the entire faculty in any RTV program should thoroughly examine its academic offerings.

Courses and course content should be reviewed. Advice should be solicited from those who are in a position to employ--from those with experience. Seek not from the disillusioned, the bitter, the unsuccessful, but the enthusiastic, the successful!

Invite broadcasters to visit, to attend classes, to evaluate the worth of courses, course content, facilities, teaching, and extra-curricular RTV experience activities. Communicate! Communicate!

It is the sincere belief of the writer that opportunities for improvement in radio-TV-film academic programs are unlimited. Perhaps the information presented here can provide some moving factor toward a better relationship between broadcasting and higher education.